DOCUMENT RESUME

ED 232 417 EC 160 022

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TITLE	Project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training). Technical Report. Phase I and II. September 1, 1979-February 28, 1982.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.
SPONS AGENCY	Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning, Research, Evaluation and Dissemination.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE	Apr 82
GRANT	79054S
NOTE	251p.; For related document, see EC 160 021.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Committees; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; Needs Assessment; Surveys
IDENTIFIERS	*Project IMPACT

ABSTRACT

The report summarizes the first two phases of project IMPACT (Implementing Mainstreaming Programs through Active Cooperative Training), a Montgomery County, Pennsylvania approach using a committee format for analyzing and addressing mainstreaming needs. A needs assessment instrument examining four aspects of concern about mainstreaming was developed (curriculum considerations, school management issues, mainstreaming procedures, and inservice training), and data for four target schools and four control schools are compared. Results of the needs assessment and a mainstreaming survey are explained to indicate the positive effects of Project IMPACT in areas of procedures, curriculum, and management. Additional findings revealed that inservice programs appeared to have helped teachers become more comfortable with some aspects of mainstreaming. Extensive appended information includes case studies from both phases of the project of the target schools, with demographic data and discussion of committee decisions and activities; and tables of descriptive statistics of target schools' pre- and posttest performance on the mainstreaming needs assessment. (CL)

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PROJECT IMPACT

TECHNICAL REPORT

Phase I and II

by
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Project Consultant

April 1982

Project IMPACT: Implementing
Mainstreaming
Programs
through
Active
Cooperative
Training

Montgomery County Intermediate Unit

EC 160022

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The work presented herein was performed persuant to a grant to the Montgomery County Intermediate Unit from the Pennsylvania Department of Education, acting as the State Education Agency for the United States Office of Education, Department of Health, Education, and Welfare. This grant was carried out under the supervision of the Title IV-C Office of the PDE, Bureau of Planning, Research, Evaluation, and Dissemination, as well as the PDE, Bureau of Special Education.

However, the opinions expressed herein do not necessarily reflect the position or policy of any of the above agencies, and no official endorsement should be inferred. (Title IV-C Grant #79054S for the period of September 1, 1979 - February 28, 1982.)

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INTRODUCTION

Project IMPACT was begun in November, 1979 by the Montgomery County Intermediate Unit following the award of a Title IV-C grant from the State Department of Education. The primary goal of the project was, as stated in its acronym, to Implement(ing) Mainstreaming Programs through Active Cooperative Training. The secondary goal of the project was to evaluate the effectiveness of the cooperative training and planning model via a pre and post-test research design. The purpose of this technical report is to present and discuss the research and evaluation component of Project IMPACT. Details regarding the evolution of the planning model, the scope of the training and the outcomes of school participation can be found in the Project IMPACT Procedural Manual.

PROJECT OVERVIEW

A brief overview of Project IMPACT is presented here as a framework for discussion of the research and evaluation component.

When the Project commenced in November, 1979, the first objective to be addressed was that of identifying target and control schools. Superintendents from four of the twenty-two school districts in the county were asked to recommend a target school in their district. A target school was defined as a school which could most likely benefit from direct work related to mainstreaming issues. The principals at the target schools were then invited to participate in the Project and were advised of the Project's scope as well as the importance of their active participation. The participation of any school was a voluntary decision by the principal.

Once the target schools had been confirmed, they were each matched to a control school of similar character within their school district. The control schools participated in the pre and post-test procedures of data collection but did not receive any service from IMPACT staff and did not participate in any of the Project activities. Target and control schools for the 1979-1981 cycle of the Project are lisced below:

School District	Target School	Control School
Upper Merion	Candlebrook Elem.	Bridgeport Elem.
Cheltenham	Cedarbrook Middle	Elkins Park Middle
Perkiomen Valley	Collegeville-Trappe Elem.	Kulp Elementary
Colonial	Ridge Park Elem.	Plymouth Elem.

Once the target schools had been identified, the IMPACT staff began working toward their goal of improving mainstreaming practices through cooperative planning and training.

The Project accomplished four primary goals: 1) mainstreaming needs were identified in each participating school; 2) each school established a Mainstreaming Planning Committee (MPC); 3) under the auspices of Project IMPACT, each MPC participated in five days of work sessions to prioritize needs and develop strategies for addressing them; 4) the MPCs continued to work on their own to implement the strategies which they had planned.

The IMPACT staff developed and administered needs assessment and attitude survey instruments to discover the primary areas of concern related to mainstreaming. The instruments and administration procedures will be described in greater detail in the section of this report entitled DATA COLLECTION PROCEDURES AND INSTRUMENTATION.

After administering the needs assessments and attitude surveys, Project IMPACT staff asked the school principals to set up MPCs in accordance with the pre-established IMPACT guidelines.

The Mainstreaming Planning Committee (MPC) was conceived as a means of ensuring maximum communication among special education teachers, regular education teachers, administrators, and parents of both regular and special education students. Within each school, principals were asked to nominate a committee that was comprised minimally of: two (2) regular education teachers, two (2) special education teachers, a guidance counselor, other special area personnel (i.e., reading specialist, librarian, etc.), two (2) parents of regular education students, and two (2) parents of handicapped students. The principal was also a committee member. Most committees numbered around fourteen (14) members.

The four parent members added an unusual dimension to the committee structure. Parents can affect any new school program positively or negatively by virtue of their support. It was hoped that, having been an integral part of developing mainstreaming plans, the parents would be supportive of school efforts.

Each MPC was provided with a facilitator from the Intermediate Unit whose function was to: 1) assist the group to identify the issues and plan strategies for change; 2) work through any group process problems that arose; 3) keep the group on task; and 4) provide information and resources as needed.

The function of the MPC was to analyze the mainstreaming needs within their school and delineate a plan for addressing those needs. The committee was responsible for making decisions regarding mainstreaming practices within known administrative procedures and constraints.

All MPCs participated in an initial four-day workshop and a one-day follow-up session at the beginning of the second year. The initial workshops presented basic information about P.L. 94-142, special education and mainstreaming. They also provided MPCs with a structured approach for analyzing mainstreaming needs and generating strategies for addressing the needs. The content of the workshops is described in greater detail in the Project IMPACT Guide to Mainstreaming Planning Committees.

After the workshops, the committees continued to plan and problem solve on their own. The principals were responsible for implementing any procedures designed by the committee. In-service programs, planned by the committee, were held for other teachers in the schools.

The committees continued to meet and problem solve for eighteen months. They addressed mainstreaming needs related to procedures, in-service and curriculum. A description of the accomplishments of each MPC can be found in Appendix I.

At the end of eighteen months, the Needs Assessment and Mainstreaming survey were administered to both target and control schools as a post-test.

DATA COLLECTION PROCEDURES AND INSTRUMENTATION

The following types of data were collected at the start-up of the project and again after eighteen months of working with the project:

1. Individual school needs in relation to mainstreaming procedures, in-service training, curriculum modification and mainstreaming management were measured by a written needs assessment instrument which was completed by all school personnel.

2. Attitudes of teachers (special and regular education) towards mainstreaming were assessed via a survey instrument.

3. Attitudes of administrators, parents and support personnel towards mainstreaming were assessed via personal interview.

Needs Assessment

After having surveyed numerous needs assessment instruments which were already available, Project IMPACT staff determined that no single existing instrument could meet the unique specifications of the project approach. Consequently, the staff designed its own instrument to assess each school's individual mainstreaming needs. The Needs Assessment was comprised of items to which subjects responded on a four-point Likert scale ranging from highly necessary (1) to highly unnecessary (4).

When a factor analysis was performed on the Needs Assessment items, they fell into four sub-scales.

Sub-scale I contained the following four items related to curriculum considerations of mainstreaming:

1. Need to clarify alternatives for presenting the district's regular curriculum, to accomodate individual needs of mainstreamed students (e.g., social studies curriculum to a student with written language difficulties).
2. Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district, that could be used to assist mainstreamed students.
3. Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.
4. Need for volunteer services to assist mainstreamed students.

Sub-scale II contained the following three items regarding school management issues related to mainstreaming:

1. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.
2. Need for an easy record-keeping system of each student's mainstreaming program.
3. Need to clarify the role of various staff members in reporting mainstreamed students' progress to their parents.

Sub-scale III contained the following five items addressing mainstreaming procedures:

1. Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.
2. Need to clarify procedures for keeping track of a mainstreamed student's activities.
3. Need to clarify procedural guidelines for removing a student from a class where he/she has been mainstreamed.
4. Need for the staff to meet as a whole to discuss mainstreaming concerns.
5. Need for opportunities for a classroom teacher and a special education teacher to meet and discuss programming for specific mainstreamed students.

Sub-scale IV contained the following two items regarding in-service training:

1. Need for staff in-service programs to develop skills for working with mainstreamed students.
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.

Because the items did fall into these discrete categories, much of the data analysis discussed in this report will be broken out by sub-scale.

An item and test analysis was run on the Needs Assessment for both pre and post-test samples to determine instrument reliability. The overall reliability of the Needs Assessment (all items combined) was .90 for the pre-test and .95 for the post-test. The following chart displays reliability coefficients for the sub-scales.

RELIABILITY COEFFICIENTS OF NEEDS ASSESSMENT

Sub-Scale	Alpha Coefficient	
	Pre-Test*	Post-Test**
Curriculum	.79	.84
Management	.81	.89
Procedures	.81	.88
In-service	.66	.73
All items	.90	.95
	n=88	n=102

All indications are that the Needs Assessment was a reliable instrument and appropriate for use within this study. The limitations of the use of the instrument are acknowledged as the following:

1. Since the initial data collection did not provide for the coding of respondents' identities, it was not possible to match pre and post-test responses. A matching procedure would have lent greater credibility to any indications of pre versus post-test change.

2. In administering the instruments, it became apparent that there was some ambiguity regarding the directions. The Needs Assessment did not specify that responses should be given based on the teacher's current school. Some people may have answered the questions based upon their perceptions of mainstreaming in general rather than in their building.

Both of these limitations were addressed in the revised version of the Needs Assessment which was used with the second group of schools to enter the project. The results of these data will be discussed in a separate report.

Mainstreaming Survey

In order to determine the degree to which school personnel felt acceptance towards issues relating to mainstreaming, Project IMPACT staff developed the Mainstreaming Survey. This instrument was comprised of 25 items. Teachers were asked to rate their degree of agreement with each statement related to mainstreaming on a Likert scale of 1 (strongly agree) to 4 (strongly disagree).

Three forms of the Mainstreaming Survey were developed. Minor wording differences were designed to accommodate the various classes of respondents. Form A was administered to all regular education teachers, Form B was administered to all special education teachers, and Form C was administered to special area teachers (art, music, physical education etc.) Because of the small number of respondents to Forms B and C, however, only data from Form A could be statistically analyzed.

A factor analysis of items on the Mainstreaming Survey Form A found the instrument to contain six discrete sub-scales. Sub-scale I contained the following two items relating to communication in the mainstreaming process:

1. I feel comfortable communicating with the special education teacher about a particular mainstreamed student's needs.
2.. I feel comfortable communicating with my building administrator about a particular mainstreamed student's needs.

Sub-scale II contained the following two items regarding curriculum concerns:

1. I feel comfortable utilizing alternative teaching techniques with mainstreamed students.
2. I feel comfortable modifying curriculum materials for mainstreamed students.

The following five items addressing knowledge about mainstreaming and special education were in Sub-scale III:

1. I feel knowledgeable about strategies for scheduling my time, so that I can attend to the individual needs of the mainstreamed students, as well as the needs of the whole group.
2. I feel knowledgeable about various options for organizing the physical environment in my classroom to accommodate mainstreamed students' needs.
3. I feel knowledgeable about available resource services that can provide me with information regarding mainstreamed students' needs.
4. I feel knowledgeable about state and federal legislation relating to mainstreaming.
5. I feel knowledgeable about procedures for dealing with mainstreamed students who have associated health problems.

Attitudes toward the handicapped and mainstreaming were assessed by the four items of Sub-scale IV:

1. I feel that handicapped students should be given the opportunity to participate in the regular classroom whenever possible.
2. I feel that regular students will benefit from their contact with mainstreamed students.
3. I feel that handicapped students will benefit from their contact with regular students.
4. I feel that experience with mainstreamed students will help (or has helped) me to teach my regular students more effectively.

Sub-scale V, comprised of the following three items, addressed the teacher's comfort/discomfort in dealing with physically handicapped students.

I feel comfortable having a mainstreamed child with the following handicap(s) in my class:

- a. a physical handicap
- b. a hearing impairment
- c. a visual impairment

The final sub-scale, relating to student and classroom management, contained the following five items:

1. I feel comfortable managing the behavior of mainstreamed students in my classroom.
2. I feel comfortable evaluating the academic performance of mainstreamed students in my classroom.
3. I feel comfortable discussing mainstreamed students' classroom progress with their parents.
4. I feel comfortable having a mainstreamed child with the following handicap(s) in my class:
    - a. a learning disability
    - b. an emotional disturbance
5. I feel comfortable teaching a class that includes several mainstreamed students.

Since survey items did fall into such discrete groups, most of the data analysis will be discussed in terms of sub-scales rather than the overall instrument.

An item and test analysis was run for the Mainstreaming Survey for both pre and post-test samples to determine reliability of the instrument. Reliability coefficients of the sub-scales ranged from .86 to .94 on the pre-test and from .74 to .94 on the post-test. The following chart displays reliability coefficients for the subscales.

RELIABILITY COEFFICEINTS

OF MAINSTREAMING SURVEY

	Alpha Coefficient	
Sub-Scale	Pre-Test	Post-Test
Communication	.86	.76
Curriculum	.94	.94
Knowledge	.88	.85
Attitudes	.88	.92
Physical Handicaps	.91	.74
Management	.88	.86
	N=66	N=56

All indications are that the Mainstreaming Survey was a reliable instrument and appropriate for use within this study. As with the Needs Assessment, there was no provision for matching pre and post-test responses. This is a limitation of the instrument in that it diminished the strength of pre versus post-test change.

Statistical Design

The pre and post-test data from the Needs Assessment and Mainstreaming Survey were analyzed by sub-scale, individual schools, target schools as a group, and control schools as a group.

The object of the research and evaluation of Project IMPACT was to determine whether or not there had been change from pre-test to post-test. Assuming that change could be measured via the needs assessment and survey instruments, it was assumed that target schools would show less need and more positive attitudes towards mainstreaming on the post-test measures. In order to statistically validate this hypothesis, the following analyses were conducted:

- descriptive statistics
- pre-test comparisons and by school using Chi Square and Analysis of Variance (ANOVA)
- pre-post test comparison by target group using Chi Square and ANOVA
- pre-post test comparison of each individual school using Chi Square and ANOVA.

The above analyses were run independently for Needs Assessment and Mainstreaming Survey data. The results of the data analyses are described in the following section.

RESULTS AND INTERPRETATION OF NEEDS ASSESSMENT DATA ANALYSIS

Descriptive Statistics

The mean response, standard deviation and variance statistics for the needs assessment data are displayed in the following tables. It should be noted that a rating of 1 meant that the item was highly necessary while 4 meant highly unnecessary. Therefore, when scores became higher, it denotes a decrease in needs.

Table I shows the pre and post-test comparison for target schools on the four sub-scales of the Needs Assessment.

TABLE 1

PRE-POST-TEST COMPARISON OF TARGET SCHOOL PERFORMANCE ON MAINSTREAMING NEEDS ASSESSMENT: MEAN, VARIANCE AND STANDARD DEVIATION

DEVIATION

	Pre-Test			Post-Test		
Subscale	Mean	Variance	SD	Mean	Variance	SD
Curriculum	1.85	.33	.58	2.01	.39	.62
Management	1.73	.30	.55	2.11	.57	.75
Procedures	1.69	.26	.51	2.05	.46	.68
Inservice	1.67	.30	.55	2.03	.45	.67
All scales	1.72	.19	.44	2.06	.36	.59
N = 101				N=120		

Table 2 presents the same comparison for each individual item on the Needs Assessment.

TABLE 2

PRE-POST-TEST COMPARISON OF TARGET SCHOOL PERFORMANCE ON MAINSTREAMING NEEDS ASSESSMENT: MEAN, VARIANCE AND STANDARD DEVIATION

Pre-Test				Post-Test			
Question	Mean	Variance	SD	Question	Mean	Variance	SD
1	1.49	.31	.56	1	2.07	.67	.82
2	1.87	.50	.71	2	2.13	.61	.79
3	1.52	.37	.61	3	2.28	.86	.74
4	1.61	.45	.67	4	2.23	.81	.90
5	1.65	.35	.59	5	2.23	.76	.87
6	1.66	.45	.67	6	2.21	.80	.90
7	1.55	.37	.61	7	2.00	.62	.79
8	1.92	.56	.75	8	2.10	.58	.76
9	1.89	.62	.79	9	2.23	.51	.71
10	1.65	.37	.61	10	2.23	.78	.88
11	1.68	.42	.65	11	2.41	.81	.90
12	1.84	.44	.66	12	2.44	.73	.86
13	2.04	.58	.76	13	2.39	.53	.73
14	1.96	.62	.79	14	2.26	.70	.84
15	1.54	.31	.56	15	2.08	.69	.83
N=101				N=120			

From a cursory look at the descriptive data, it would appear that there was movement toward a lesser degree of need on the post-test among target schools.

Table 3 displays the comparison between target and control schools on the post-test. The comparisons are shown on an item by item basis.

TABLE 3

TARGET VS. CONTROL SCHOOL PERFORMANCE

ON MAINSTREAMING NEEDS ASSESSMENT POST-TEST:

MEAN, VARIANCE AND STANDARD DEVIATION

Target				Control			
Question	Mean	Variance	SD	Question	Mean	Variance	SD
1	2.07	.67	.82	1	1.86	.52	.72
2	2.13	.61	.79	2	2.04	.46	.67
3	2.28	.86	.74	3	2.00	.54	.73
4	2.23	.81	.90	4	1.79	.55	.74
5	2.34	.76	.87	5	1.81	.44	.66
6	2.21	.80	.90	6	1.83	.46	.68
7	2.00	.62	.79	7	1.74	.44	.66
8	2.10	.58	.76	8	1.78	.49	.70
9	2.23	.51	.71	9	1.95	.54	.74
10	2.23	.78	.88	10	1.86	.44	.67
11	2.41	.81	.90	11	1.81	.40	.63
12	2.44	.73	.86	12	1.90	.52	.72
13	2.39	.53	.73	13	1.88	.61	.78
14	2.26	.70	.84	14	2.21	.55	.74
15	2.08	.69	.83	15	1.71	.42	.65
N=120				N=58			

Again, on the basis of a cursory comparison of the descriptive statistics, it seems that, at the conclusion of the project, target schools perceived fewer mainstreaming needs than control schools.

Descriptive statistics for each target school can be found in Appendix II

Pre-test Comparisons

In order to determine if there were any significant differences among target schools at the outset of the Project, responses on the pre-test were compared. A Chi Square Test was used to determine whether or not differences existed on an item by item basis. Responses on each subscale were analysed using analysis of variance with a multiple range test to determine probable sources of significant differences.

Results of the item by item Chi Square analysis show that there were significant differences ($p \leq .05$) among schools on the following items:

#1 - inservice programs
#9 - obtain instructional materials
#10 - clarify evaluation procedures
#11 - record-keeping system.

This would indicate that there were some differences among the target group at the outset of the project. Such differences can most probably be attributed to administrative differences (e.g., how many inservice programs have teachers already attended or what kind of record-keeping the principal requires) among schools and school districts.

The results of the analyses of variance based upon the Needs Assessment subscales are shown in Table 4.

TABLE 4

PRE-TEST FOR TARGET SCHOOLS: ONE WAY ANALYSIS OF VARIANCE ON SUBSCALES I, II, III, IV AND ALL SCALES

Source of Variation		SS	df	MS	F	F-Prob.
Subscale I - Curricular Issues	Between groups	3.4109	3	1.1370	3.706	.0142*
	Within groups	29.7562	97	.3068		
Subscale II - Management Issues	Between groups	3.5241	3	1.1747	4.339	.0065*
	Within groups	26.258.	97	.2707		
Subscale III - Procedural Issues	Between groups	.8034	3	.2678	1.041	.3770
	Within groups	24.9439	97	.2572		
Subscale IV - Inservice Issues	Between groups	2.9225	3	.9742	3.462	.0193*
	Within groups	27.2952	97	.2814		
All scales	Between groups	1.8673	3	.6224	3.471	.0191*
	Within groups	17.3962	97			

*$p \leq .02$

There appear to be significant differences ($p \leq .02$) among the schools on the subscales relating to curricular, management and inservice issues. These are the subscales from which items 1, 9, 10, and 11 (identified as different by Chi Square) come. The variable performance of schools on these items contributed significantly to the ANOVA findings.

In order to determine if any particular school was responsible for the significant subscale differences, multiple range and Scheffe tests were performed. The results are seen in Table 5.

TABLE 5

PRE-TEST FOR TARGET SCHOOLS: RESULTS OF MULTIPLE RANGE TEST FOR SUBSCALES I, II, III, IV AND ALL SCALES

Subscale	Non-Homogenous Subsets*
I - Curricular Issues	Candlebrook/Ridge Park Elem.
II - Management Issues	Candlebrook/Cedarbrook
III - Procedural Issues	None
IV - Inservice Issues	Candlebrook/Collegeville-Trappe
All Scales	None

*Subsets of groups whose highest and lowest means differ by more than the shortest significant range for a subset of that size.

This table shows for each subscale, the two schools that cannot be placed in a homogenous subset because they create too great a disparity in mean score and variance. In essence, they are the "odd men out."

Since Candlebrook Elementary School appears non-homogenous in all three subscales for which significant differences were found, it can probably be stated that Candlebrook was least like the other schools in terms of its perception of mainstreaming needs. Any discussion as to why Candlebrook emerged as different from the other schools would be purely speculative. Many factors including amount of experience with mainstreaming, administrative policies, types of students being mainstreamed, and amount of support available to teachers could all be factors in the results.

Despite the fact that some differences in perception of mainstreaming needs did emerge among schools at the outset of the project, it should be noted that 1) the differences were primarily on only four items, which, in turn, affected overall subscales and 2) all four target schools did indicate needs in relation to mainstreaming. This, in fact, is perhaps the most significant outcome of the pre-test data; all the schools that were involved in Project IMPACT activities were able to identify specific needs which were addressed as a result of project intervention.

Post-Test Comparison of Target Vs. Control Schools

The major intent of the research and evaluation component of IMPACT was to determine whether or not target schools perceived fewer mainstreaming needs (after working with the MPC) than the control schools who did not have this type of intervention. The data presented in Table 6 indicate that target schools did show significantly lower mainstreaming needs than control schools overall. A breakdown by subscales showed that target schools perceived fewer needs than controls in the areas of curriculum management and procedures. Management and procedures were the issues that the Mainstreaming Planning Committees addressed in greatest depth. The results, therefore, are in keeping with expectations that the project would have an effect in reducing procedural and management problems in relation to mainstreaming.

Curriculum, however, was not addressed in any depth by the schools (mainly because of the massive undertaking involved in curriculum modification). The fact that target schools perceived less of a post-test need than controls may actually be indicative of a more accepting attitude towards mainstreaming. If procedures for mainstreaming were now in operation and, as in most of the target schools, communication between regular

TABLE 6

RESULTS OF T-TESTS FOR SIGNIFICANT DIFFERENCES BETWEEN TARGET AND CONTROL SCHOOLS ON MAINSTREAMING NEEDS ASSESSMENT

	Mean	SD	T-Value	2-Tail Probability
Curriculum				
Target	2.17	.64		.003*
Control	1.83	.56	3.09	
Management				
Target	2.36	.83		.007*
Control	1.86	.58	3.81	
Procedures				
Target	2.23	.74		.003*
Control	1.87	.56	2.99	
Inservice				
Target	2.10	.72		
Control	1.95	.61	1.22	.224
All Scales				
Target	2.23	.64		
Control	1.88	.48	2.48	.001*

Target N = 62 $\quad$ *p ≤ .003

Control N = 58

and special education was better, perhaps curricular issues seemed less burdensome and, therefore, less of a need.

There were no significant differences between target schools and controls on the subscales relating to inservice training even though most target schools did address training needs. A possible explanation is that both target and control schools had exposure to new inservice programs throughout the year. Although MPCs in three of the four schools planned and implemented at least one inservice program, control schools most likely had access to other training sessions conducted by the school district, intermediate unit or local university. In fact, one MPC planned an inservice program which was attended by all elementary and middle schools in the district (including the control). Typically, inservice has been the way of encouraging teachers to adopt new ideas; all schools, whether target or control, are bound to have had some inservice related to mainstreaming, therefore differences in needs between the two groups were minimized.

It is exciting to note, however, that in the areas of procedures, curriculum and management--areas (unlike inservice) which were unique to the IMPACT approach--there were clear, positive effects of the project. Schools may have had other opportunities for inservice training, but not for a problem-solving process for developing mainstreaming procedures and management techniques.

Pre-Post Test Comparison of Target Schools

When target schools were compared, as a group, across pre and post-test data, the results clearly indicate significant declines in mainstreaming needs in the areas of curriculum management, procedures and inservice. The results of the T-Test analyses of pre and post-test data for target schools, as a group, are found in Table 7.

TABLE 7

RESULTS OF T-TESTS FOR SIGNIFICANT DIFFERENCES BETWEEN PRE AND POST-TEST PERFORMANCE OF TARGET SCHOOLS ON MAINSTREAMING NEEDS ASSESSMENT

Subscale	Mean	SD	T-Value	2-Tail Probability
Curriculum				
Pre-Test	1.84	.58		
Post-Test	2.17	.64	-3.39	.001*
Management				
Pre-Test	1.73	.55		.000*
Post-Test	2.36	.83	-5.24	
Procedures				
Pre-Test	1.69	.51		.000*
Post-Test	2.23	.72	-5.08	
Inservice				
Pre-Test	1.67	.55		.000*
Post-Test	2.10	.72	-3.91	
All Scales				
Pre-Test	1.72	.44		.000*
Post-Test	2.23	.64	-5.47	

Pre-Test N = 101

Post-Test N = 62

*$p \leq .001$

Each target school was also examined individually to determine pre-post-test differences. Table 8 presents the significance levels of pre and post-test differences for each school by subscale.

TABLE 8

PRE-AND POST-TEST DIFFERENCES IN PERFORMANCE ON MAINSTREAMING NEEDS ASSESSMENT FOR INDIVIDUAL TARGET SCHOOLS

	Candlebrook	Cedarbrook	Ridge Park	Collegeville-Trappe
	2-Tail	Probability		
Curriculum	.084	.010**	.075	.037*
Management	.033*	.033**	.021*	.000***
Procedures	.157	.012*	.021	.000***
Inservice	.037*	.001**	.022*	.322
All Scales	.046*	.000***	.003**	.000***

*$p \leq .05$
**$p \leq .01$
***$p \leq .001$

It is interesting to note that, although curriculum issues were not addressed by the committees, two schools showed significant declines in needs. The fact that mainstreaming was progressing more smoothly (as indicated by the principals via exit interviews) in the schools may have diminished the perceived needs for curriculum adjustment. Perhaps curriculum issues are erected as barriers against mainstreaming ("I can't possibly teach that child what I teach the others"). When communication between regular and special education teachers becomes more open and teachers no longer see mainstreaming as "dumping", perhaps there are less needs to preserve curriculum issues as defenses.

All schools perceived significantly fewer needs relating to management on the post-test. This finding is in keeping with the fact that the committees spent a great deal of time in solving management problems.

All schools, except Candlebrook, showed a significant decline in needs related to mainstreaming procedures. It is difficult to explain the results at Candlebrook since its committee did work out a set of mainstreaming procedures which were implemented by the principal. It should be noted, however, that on the analysis of just pre-test data, Candlebrook did appear to be somewhat different from the other schools at the outset of the project. This difference may have affected final outcomes. It should be noted that, although Candlebrook did demonstrate significant pre-post test differences on Management, Inservice and All Scales, the level of significance of the differences was lower ($p \leq .05$) than for some of the other schools ($p \leq .01$, $p \leq .001$). It would appear, on the basis of the data, therefore, that project effectiveness at Candlebrook was a little lower than at the other schools. An interview with the principal, however, indicated that the improvement in communication and attitudes could not be measured by pencil and paper surveys.

In the area of Inservice, all schools except Collegeville-Trappe showed significant declines in need. The committee at Collegeville-Trappe was very committed to planning inservice training for the faculty, but due to budget constraints within the school district, was unable to provide any. Consequently, it is not surprising that this still appeared as a need for the school.

It is apparent, from looking at the combined results from all scales, that the target schools did experience significant declines in mainstreaming needs throughout the time that they were working with Project IMPACT.

RESULTS AND INTERPRETATION OF MAINSTREAMING SURVEY, FORM A, DATA ANALYSIS

Descriptive Statistics

The mean response, standard deviation and variance statistics for Form A of the Mainstreaming Survey are displayed in the following tables. Form A was completed by regular education teachers. As described in the instrumentation section, the mainstreaming survey presented attitudinal questions to which teachers responded on a scale of 1-4. Point 1 on the scale indicated strong agreement with the item and point 4 indicated strong disagreement with the item. Given the wording of the items, a movement from a higher score to a lower score denotes movement toward a more positive attitude regarding mainstreaming.

Table 9 shows the pre and post-test comparison for target schools on each item of the Mainstreaming Survey, Form A. From a cursory look at the descriptive data, it would appear that there was movement toward more positive attitudes on the post-test among target schools.

Table 10 displays the comparison between target and control schools on the post-test. The comparisons are on an item by item basis. Again, on the basis of a cursory comparison of the descriptive statistics, it seems that, at the conclusion of the project, target school faculties held more positive attitudes toward mainstreaming than control schools.

TABLE 9

PRE-POST TEST COMPARISON OF TARGET SCHOOLS PERFORMANCE ON MAINSTREAMING SURVEY, FORM A: MEAN, VARIANCE AND STANDARD DEVIATION

Pre-Test				Post-Test			
Ques.#	Mean	Variance	SD	Ques.#	Mean	Variance	SD
1	1.54	.56	.75	1	1.40	.25	.50
2	1.46	.40	.63	2	1.51	.37	.61
3	2.23	.49	.70	3	1.97	.54	.74
4	2.29	.53	.73	4	2.08	.65	.81
5	2.63	.58	.76	5	2.26	.58	.76
6	2.59	.59	.77	6	2.24	.52	.72
7	2.80	.39	.63	7	2.34	.61	.78
8	2.00	.63	.79	8	1.74	.47	.69
9	1.98	.49	.70	9	1.65	.35	.59
10.	2.38	.42	.65	10	1.97	.60	.77
11	2.16	.75	.56	11	1.91	.45	.67
12	2.53	.64	.80	12	2.09	.65	.81
13	3.09	.46	.62	13	2.43	.70	.84
14	3.04	.55	.74	14	2.51	.65	.80
15A	2.02	.36	.60	15A	1.87	.50	.70
B	2.39	.66	.81	B	2.24	.58	.76
C	2.62	.66	.81	C	2.46	.53	.73
D	2.29	.69	.83	D	2.06	.29	.54
E	2.28	.55	.74	E	1.97	.33	.58
16	2.06	.42	.65	16	1.83	.54	.74
17	2.14	.55	.74	17	1.83	.54	.74
18	1.96	.27	.52	18	1.70	.38	.62
19	2.59	.65	.80	19	2.09	.61	.78
20	2.44	.76	.87	20	2.00	.55	.74
N = 59				N = 38			

TABLE 10

TARGET VS. CONTROL SCHOOL PERFORMANCE ON THE MAINSTREAMING SURVEY POST-TEST: MEAN, VARIANCE AND STANDARD DEVIATION

Target				Control			
Item #	Mean	Variance	SD	Item #	Mean	Variance	SD
1	1.40	.25	.50	1	1.61	.29	.54
2	1.51	.37	.61	2	1.66	.33	.57
3	1.97	.54	.74	3	2.15	.54	.74
4	2.08	.65	.81	4	2.29	.59	.77
5	2.26	.58	.76	5	2.48	.55	.74
6	2.24	.52	.72	6	2.51	.53	.72
7	2.34	.61	.78	7	2.61	.58	.76
8	1.74	.47	.69	8	2.04	.54	.74
9	1.65	.35	.59	9	1.84	.32	.56
10	1.97	.60	.77	10	2.16	.52	.72
11	1.91	.45	.67	11	2.15	.44	.66
12	2.09	.65	.81	12	2.35	.49	.70
13	2.43	.70	.84	13	2.81	.60	.78
14	2.51	.65	.80	14	2.79	.55	.74
15A	1.87	.50	.70	15A	2.15	.48	.69
B	2.44	.58	.76	B	2.44	.48	.69
C	2.46	.53	.73	C	2.77	.56	.75
D	2.06	.29	.54	D	2.12	.34	.58
E	1.97	.33	.58	E	2.09	.30	.55
16	1.83	.54	.74	16	1.88	.44	.66
17	1.83	.54	.74	17	1.96	.44	.67
18	1.70	.38	.62	18	1.88	.34	.58
19	2.09	.61	.78	19	2.38	.59	.77
20	2.00	.55	.74	20	2.44	.66	.81
N = 38				N = 45			

Pre-Test Comparisons

In order to determine if there were any significant differences among target and control schools at the outset of the project, responses on the pre-test were compared. Responses on each subscale of the Mainstreaming Survey were analyzed using analysis of variance with multiple range test to determine probable sources of significant differences. The results of this data analysis are shown on Table 11.

TABLE 11

PRE-TEST FOR TARGET AND CONTROL SCHOOLS: ONE WAY ANALYSIS OF VARIANCE ON SUBSCALES I, II, III, IV, V AND VI

	Source of Variation	SS	df	MS	F	F-Prob.
Subscale I - Communication	Between groups	4.8624	7	.6946	1.510	.1715
	Within groups	49.6893	108	.4601		
Subscale II - Curriculum	Between groups	6.4005	7	.9144	1.669	.1245
	Within groups	58.0841	106	.5480		
Subscale III-Knowledge	Between groups	4.7453	7	.6779	2.398	.0254*
	Within groups	31.0994	110	.2827		
Subscale IV - Attitude	Between groups	4.8035	7	.6862	2.008	.0602
	Within groups	37.9251	111	.3417		
Subscale V - Physical Handicaps	Between groups	4.7853	7	.6836	1.656	.1278
	Within groups	44.1751	107	.4129		
Subscale VI - Management	Between groups	10.4434	7	1.4919	5.867	.0000*
	Within groups	28.2268	111	.2543		
					$P \leq .05$*	

There appear to be significant differences ($p \leq .05$) among target and control schools on the subscales relating to 1) knowledge about special education laws and procedures and 2) management issues relating to mainstreaming. In order to determine if any particular school was responsible for the subscale differences, multiple range and Schiffe procedures were performed. The results are seem in Table 12.

TABLE 12

PRE-TEST FOR TARGET SCHOOLS:
RESULTS OF MULTIPLE RANGE TEST FOR SUBSCALES
III and VI OF MAINSTREAMING SURVEY

Subscale	Non-Homogenous Subsets*	
III - Knowledge	Candlebrook	(Target)
	Cedarbrook	(Target)
	Collegeville-Trappe	(Target)
	Ridge Park	(Target)
VI - Management	Cedarbrook	(Target)
	Ridge Park	(Target)
	Kulp	(Control)
	Plymouth	(Control)

*Subsets of groups whose highest and lowest means differ by more than the shortest significant range for a subset of that size.

Table 12 shows the schools that cannot be placed in a subset with the other schools because they create too great a disparity in mean score and variance.

It is interesting to note that on the Knowledge subscale, all four target schools differ from the control schools. This, however, indicates nothing regarding the nature of the difference. It does not necessarily mean that all four target schools scored higher or lower than controls, just that there were differences in the response patterns. The Intermediate Unit has been very active in conducting inservice relating to special education, so it is possible that some faculties within the group had been exposed to training in the knowledge issues. This would result in pre-test differences.

Differences among schools on the management subscale may reflect differences in administrative policies and procedures regarding mainstreaming. Again, the data analysis does not indicate which groups scored higher or lower.

Overall, there were significant pre-test differences between target and control groups on only two out of six subscales on the survey. On the scales measuring feelings toward Communication, Curriculum, Attitudes and Physical Handicaps, both target and control groups responded in a similar manner. It can be assumed, therefore, that target and control schools were generally homogenous at the outset of the project.

Post-Test Comparison of Target Vs. Control Schools

As with the Mainstreaming Needs Assessment, the major thrust of the data analysis on the Mainstreaming Survey was to determine whether working with IMPACT effected any significant attitudinal changes in target schools. As mentioned earlier, change in a positive direction was reflected by a lowering of scores in the survey.

Table 13 shows the results of T-Test comparisons between target and control school performance on the post-test.

TABLE 13

RESULTS OF T-TEST FOR SIGNIFICANT DIFFERENCES BETWEEN TARGET AND CONTROL SCHOOLS ON MAINSTREAMING SURVEY

Subscale	Mean	T-Value	2-Tail Probability
Communication			
Target	1.46	-3.05	.003**
Control	1.78		
Curriculum			
Target	2.03	-2.26	.027*
Control	2.39		
Knowledge			
Target	2.36		
Control	2.87	-4.57	.000**
Attitude			
Target	1.83	-2.82	.006**
Control	2.17		
Physical Handicaps			
Target	2.00	-2.82	.018*
Control	2.26		
Management			
Target	1.20	-5.21	.000**
Control	2.53		
N Target - 38			*P ≤ .05
N Control = 45			**P ≤ .01

Significant differences ($p \leq .05$ and $p \leq .01$) were found between target and control groups on all subscales of the Mainstreaming Survey. It would appear, therefore, that participation in Project IMPACT did lead to improved attitudes toward mainstreaming.

Although the objective data (i.e., performance on the mainstreaming survey) do indicate improvements in scores for target schools, it is difficult to know whether the instrument truly measured feelings and attitudes. Projective tests are superior to surveys in assessing the affective domain. It is known, however, that teachers in target schools reported greater comfort in such areas as: communicating with special education teachers, communicating with the principal, modifying classroom techniques and dealing with specific handicapping conditions. If teachers showed a higher degree of comfort in the areas assessed by the mainstreaming survey, it would seem that they must approach mainstreaming with a more open mind and greater willingness to participate in the process. From an educational standpoint, this can be regarded as the most positive outcome of IMPACT.

Mainstreaming has been a highly emotional issue for teachers. Negative opinions and attitudes abounded. It was the feeling of IMPACT staff that many of these negative views could be ameliorated by improving teacher communication, placement procedures, knowledge base, and classroom management. It would appear that the strategy was effective.

Relationships Between Experiences and Attitudes

It is well known that past experiences influence present attitudes. For example, people who have had positive experiences with one or two members of a particular ethnic group tend to generalize their positive feelings to the group at large. Similarly, negative experiences produce negative attitudes. Lack of knowledge or experience with a group often results in negative feelings, because people tend to fear and dislike the unknown. Since attitudes were surveyed as part of the IMPACT data collection, the staff thought that it would be interesting to assess the effects of experience on attitudes toward mainstreaming.

Each item on the Mainstreaming Survey (pre-test) was cross-tabulated with four experiential variables: 1) number of years' teaching experience, 2) number of years' experience with mainstreaming, 3) number of inservice programs attended, and 4) grade level of current teaching assignment.

Table 14 displays the items and experience variables for which significant relationships existed. It is not surprising that experience with mainstreaming was related to mainstreaming attitudes. However, the relationship existed for only six of the 26 items tested. Inservice programs seem to have been effective in helping teachers become more comfortable with some aspects of mainstreaming. The greater the number of inservice programs attended, the greater the degree of comfort with the items shown in Table 14. It is also interesting to note that the grade level taught influenced teachers' outlooks toward certain issues.

The results of this data analysis were interesting. However, the effects of experience on attitude, while significant in some areas, were not so extensive as to warrant further investigation of the overall data.

TABLE 14

RELATIONSHIPS BETWEEN SELECTED BACKGROUND VARIABLES AND PRE-TEST PERFORMANCE ON MAINSTREAMING SURVEY, FORM A

Item	# Years Teaching Experience	# Years Experience with Mainstreaming	Number Inservice Programs	Grade Level
Comfortable with Special Ed. Tchr.		$P \leq .01$		
Knowledge of Scheduling		$p \leq .02$	$P \leq ,05$	
Knowledge of Environment		$P \leq ,05$	$P \leq .05$	
Behavior Management		$P \leq .001$		$P \leq p.05$
Evaluation				$p \leq .01$
Legislation	$P \leq .05$			
Health			$P \leq .01$	
Comfortable with ED		$P \leq .01$	$P \leq .05$	$P \leq .05$
Comfortable with PH				$P \leq .05$
Comfortable with HI	$P \leq .01$			
Teaching Mainstream Students	$P \leq .01$			N=205

CONCLUSION OF TECHNICAL REPORT

The research and evaluation component of Project IMPACT set out to determine the effectiveness of its cooperative planning model. Pre and post-test data were collected using instruments which were developed by project staff. The Needs Assessment measured school needs in relation to mainstreaming while the Mainstreaming Survey assessed attitudes. Data analyses were conducted to determine pre and post-test differences between target and control schools.

On the basis of the data, schools which participated in Project IMPACT perceived fewer needs at the conclusion of the project than control schools. The Mainstreaming Planning Committees worked hard to address the needs identified on the pre-test administration of the Needs Assessment.

All too often, the results of committee work stay in the committee. The IMPACT model, however, was designed to promote and facilitate change within the entire school, not just the committee. The fact that each school as a whole (in addition to the committee itself) perceived a decline in need is indicative of the fact that committee decisions were implemented and communicated on a school-wide basis.

The effects of Project IMPACT also extended into teacher attitudes towards mainstreaming. Post-test data showed that teachers at the target schools felt more comfortable with issues relating to mainstreaming than teachers at the control schools. One of the major outcomes of IMPACT and the MPCs was that the whole subject of mainstreaming became a focal point of school activity. Procedures were implemented, communication sessions were held and training was conducted. Teachers were given a lot of exposure to a topic which had hitherto been surrounded by a lot of myths (e.g., all handicapped students will be mainstreamed and special education eliminated). Once the myths were dispelled and once mainstreaming began functioning more smoothly, teachers began to feel more comfortable with their roles.

The positive effects of having faculties work cooperatively with parents and administrators to address mainstreaming issues can not be denied. The question might still be asked, however, as to why a federally funded project was necessary. Why couldn't schools have organized their own committees? Now that the IMPACT model has been validated, it is hoped that schools will pick up on it independently. The Project IMPACT Procedural Manual is designed to facilitate this. The major impediment to a school working through the process independently, however, is time and organization. The school principals and district administrators commented repeatedly that without the time (inservice days) and organization (structured format, facilitators, outside resources) provided by IMPACT, the committees could never have accomplished what they did. The committees worked very hard but IMPACT provided necessary support without which the committees would have been extremely frustrated and much less productive.

It is extremely rewarding to have the objective data support the effectiveness of the project. While statistics are important, the real outcomes of the project lie with the committees themselves. What did they accomplish?

The case studies which follow in Appendix I are the true data; they reflect what actually occurred at the individual schools.

APPENDIX I

CASE STUDIES OF PROJECT IMPACT

TARGET SCHOOLS

SCHOOL A

RIDGE PARK ELEMENTARY SCHOOL

Committee Members

William H. Wilson
Principal
Joseph Emsley
Maria Doran
Linda Hoffman
Joseph O'Malley
Robert Sullivan
Mary Vogelsang

Norman Dominick
Gladys Firing
Dolores Weiss
Marjorie Merwin
Ken Sheinen
Mary Beth Bouquard
Judith Steiker, Pupil Personnel

SCHOOL A

Demographic Data

School A is a suburban elementary school with a total population of 337. At the time of the study, there were 53 learning disabled students and 8 educable mentally retarded students enrolled in classes at the school. All handicapped students were mainstreamed for art, music and physical education. Approximately 25 learning disabled students were mainstreamed for at least one academic subject, while no educable mentally retarded students were mainstreamed for academic subjects. A total of 8 regular education faculty members were working with the mainstreamed students.

Needs Assessment

Prior to an introduction of Project IMPACT, all faculty members including regular education teachers, special education teachers and special area teachers were asked to complete a needs assessment.

The results of the needs assessment were summarized as follows:

> Five (5) items from the Project IMPACT Needs Assessment appeared to be necessary considerations at School A. One hundred percent (100%) of the 22 respondents indicated need for:
>
> a. staff inservice programs
> b. clarification of alternatives for presenting the district's curriculum to accommodate individual needs of students
> c. clarification of grading guidelines for mainstreamed students, and
> d. opportunities for the special education teacher and the regular education teacher to meet to discuss mainstreamed students. Ninety-five percent (95%) of respondents wanted to clarify procedural guidelines for placing a student in the mainstream.

A complete tally of all responses can be found on pages 50 and 51.

The mainstreaming committee discussed each of the areas of need reflected in the needs assessment at the Project IMPACT workshop. Through a process of discussion and prioritizing, the committee defined the scope of its focus. In order of priority, the committee decided to address the following mainstreaming needs:

1. Need for the staff to meet as a whole to discuss mainstreaming concerns.
2. Need to clarify the responsibilities of various staff members in regard to school mainstreaming practices.
3. Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.
4. Need to clarify procedural guidelines for changing a student's mainstreaming program.
5. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.
6. Need for an easy record keeping system to keep track of each student's mainstreaming program.
7. Need to clarify the role of various staff members in reporting mainstreamed student's progress to their parents.
8. Need for the classroom teacher and the special education teacher to meet and discuss programming for specific mainstreamed students. (Written communication forms need to be devised.)

Committee Decisions and Activities

One of the needs identified via the needs assessment was a need for a clarification of staff responsibilities in relation to mainstreaming. The following chart was developed by the committee and distributed to all staff members.

CLARIFY RESPONSIBILITIES OF SCHOOL STAFF IN RELATION TO MAINSTREAMING PRACTICES

SPECIAL EDUCATION TEACHER

Discusses the mainstreamed child with:

- REGULAR EDUCATION TEACHER
- PRINCIPAL
- INTERMEDIATE UNIT INSTRUCTIONAL ADVISOR (in I.U. classes)
- READING TEACHER (evaluation)

SPECIAL AREA SUBJECTS

SPECIAL EDUCATION TEACHER ⟷ ART TEACHER, GYM TEACHER MUSIC TEACHER

Two-way communication about mainstreamed students

Psychologist - is involved with suggesting mainstreaming procedures when a new student is identified and placed into a special education classroom.

Principal - has a defined role in each of Ridge Park's mainstreaming procedures. He also described mainstreaming procedures in a general way to the nurse,. bus driver, custodial staff and secretaries.

Pupil Personnel Director - communicated with district and I.U. special education teacher about mainstreamed students and receives information on a "district form" from the teachers about mainstreamed students' programs.

After staff responsibilities were defined, the committee turned its attention to developing procedural guidelines for placing a child in the mainstream.

PROCEDURES FOR PLACING A CHILD IN THE MAINSTREAM

1. Special education teacher assesses the student's progress in the special education classroom to judge the student's readiness for mainstreaming.

2. Special education teacher contacts building principal to disucss the possibility of mainstreaming the student.

3. Special education teacher, regular education teacher and principal meet to discuss the academic demands of the regular classroom that the mainstreamed student might enter.

*4 Special education teacher and regular education teacher evaluate the student's academic and behavioral capabilities in terms of the regular class students' capabilities, and meet to determine if mainstreaming is feasible. The classroom teacher at this time demonstrates materials the student would be using. The special education teacher and the regular education teacher fill out the Project AIDE Communication Form before this meeting.

5. If the mainstreaming situation appears to be feasible, a starting date is decided upon at this meeting.

6. The special education teacher and the regular education teacher meet with the parents to inform them about the potential mainstreaming situation.

7. The special education teacher formally records the initiation of the student's mainstreaming program on a record form kept in the student's folder.

8. The special education teacher and the regular education teacher meet with the student and prepare him/her for the academic and behavioral expectation of the regular classroom.

9. The regular education teacher prepares his/her students for the inclusion of the new mainstreamed student.

* The following form was adopted to facilitate this information exchange. The form is to be completed before placing the child in the regular classroom. Page 1 is completed by the special education teacher, and page 2, by the regular education teacher.

STUDENT'S NAME: ____________________ DATE: __________ SPECIAL ED. TEACHER: ____________________

Determine the learning styles, learning characteristics and behavioral characteristics the student displays.

	Almost Never	Some of the Time	Most of the Time
Learning Styles			
• Can work in a large group	____	____	____
• Can work independently	____	____	____
• Can work in small groups	____	____	____
• Can work in a dyad	____	____	____
• Can work on a one-to-one basis with teacher	____	____	____
Learning Characteristics			
• Follows oral directions	____	____	____
• Follows written directions	____	____	____
• Retains information on a short-term basis	____	____	____
• Retains information on a long-term basis	____	____	____
• Displays task committment	____	____	____
• Maintains attention	____	____	____
Behavioral Characteristics			
• Sits in seat/remains in appropriate position during classroom activities	____	____	____
• Participates in group discussion appropriately	____	____	____
• Adheres to classroom rules	____	____	____
• Remains on task	____	____	____
• Socializes appropriately with peers	____	____	____
• Acts on feedback from teacher	____	____	____
• Organizes time and materials	____	____	____
• Completes assignments with minimal assistance	____	____	____
• Works independently	____	____	____
• Responds appropriately to authority	____	____	____
Others			
____________________	____	____	____
____________________	____	____	____
____________________	____	____	____

Developed by Project AIDE
1-16-80 dlw

Learning Modes

(Rank these Learning Modes in the order of which the student learns best. However, if a Learning Mode is especially difficult for a student, also asterisk (*) it.)

- Learns through information presented orally ____
- Learns through information presented visually ____
- Learns through information presented through movement and touch ____
- Learns through concrete experience ____

Motivational Needs

- Grades ____
- Social reinforcement (peers) ____
- Verbal reinforcement (teachers ____
- Privileges ____
- Checkmarks ____
- Tokens ____
- Tangibles ____

Instructional Strategies Proven Successful

(e.g., lots of repetitions, contracts, demonstrations)

____

____

____

____

Instructional Levels

Instructional Area ____________
Level ____________
Text ____________

Instructional Area ____________
Level ____________
Text ____________

Based upon the information gathered, what modifications need to be made to meet the student's needs?

Modification(s)

____

____

____

____

____

ANALYSIS OF REGULAR EDUCATION CLASSROOM

M = Most of the Time F = Frequently S = Seldom H = Hardly Even

Instructional Practices	Fre. of Prac.
1. Information/instruction presented through:	
a. printed information (books, chalkboard, etc.)	____
b. verbal presentations	____
c. classroom discussions	____
d. demonstrations	____
2. Information/skills reinforced through:	
a. reading	____
b. listening	____
c. observing	____
d. speaking	____
e. writing	____
3. Learning/competence demonstrated through:	
a. writing	____
b. speaking	____
c. doing	____
4. Instruction provided in:	
a. large groups	____
b. small groups	____
c. buddy/tutorial with peers	____
d. instructor/tutorial	____
e. student self-directed/corrected (i.e.,program instruction)	____
5. Participation required is:	
a. passive	____
b. active (student - teacher)	____
c. interactive (student - student)	____

Additional Considerations

1. Number of instructional levels within class? ____

2. Number of special education students currently mainstreamed in the class? ____

3. Class size? ____

4. On a scale from 1-4, (little [1] to very [4]), rate how knowledgeable you are about the following kinds of students.
   - a. Learning Disabled ____
   - b. Emotionally Disturbed ____
   - c. Educable Mentally Retarded ____

5. Skills required within the regular classroom for the instruction area of:

____
____
____
____
____
____
____
____
____
____
____
____
____

Developed by Project AIDE
1-16-80 dlw

Once a child has been placed in the mainstream, the committee felt it important that there continue to be communication between regular and special education teachers. The following procedures were developed to facilitate ongoing communications.

ONGOING MAINSTREAMING PROCEDURES

1. The regular education teacher and the special education teacher meet at least once a month to discuss the mainstreamed student's progress. A communication form (being prepared) is filled out by the regular education teacher and the special education teacher at this meeting.

2. Each marking period, the special education teacher and the regular education teacher meet to discuss the student's report card grade.

3. The regular education teacher and the special education teacher decide which one will be communicating the mainstreamed student's progress to the parents. If both teachers want to be present at conferences, dates are arranged with both teachers to meet with the parents.

4. The special education teacher meets weekly with the mainstreamed student to assess his/her feelings about the events in the regular classroom.

5. At the end of the year, the special education teacher and the regular education teacher meet to discuss the student's annual progress and the best possible situation for the following year.

The committee also developed other procedures to support the mainstreaming process including: 1) procedures for changing a mainstreamed student's program, 2) grading guidelines, 3) record keeping system, and 4) evaluation system.

PROCEDURES FOR CHANGING A MAINSTREAMED STUDENT'S PROGRAM

1. Special education teacher and regular education teacher meet to discuss mutual concerns about a mainstreamed student's progress.

2. A second meeting is called to discuss the appropriateness of the suggested changes in the student's mainstreaming program. The meeting must include the special education teacher, the regular education teacher, the principal and the Intermediate Unit Instructional Advisor (in I.U. classes).

3. Parents will be informed by appropriate personnel of any changes made in the student's mainstreaming program.

GRADING GUIDELINES

1. The regular education teacher uses the same instrument of reporting as used for special education.

2. Use regular class grading system.

EASY RECORD KEEPING SYSTEM FOR KEEPING TRACK OF A MAINSTREAMED STUDENT'S PROGRESS

Record of Mainstreaming Activity Sheet will be initiated and maintained by the special education teacher for each student that is mainstreamed. This form will be kept in the child's permanent record folder. Every special education child will receive a form of this kind.

RECORD OF MAINSTREAMING ACTIVITIES

School Year	Grade Level of Classroom Into Which Student Is Mainstreamed	Subject	Amount of Time In That Classroom Each Week (state in minutes)	Regular Class Teacher	End of the Year Comments

EVALUATING A MAINSTREAMED STUDENT'S PROGRESS

IN THE REGULAR CLASSROOM

The special education teacher and the regular classroom teacher will be meeting once a month to discuss each mainstreamed student's progress in the regular classroom. It was suggested by your committee, that a form similar to the one below could be filled out during this meeting. The information on this form could then be used 1) for communicating the student's regular class progress to parents, 2) as a guideline for determining the student's report card grade, and 3) as a "progress record" of the student's performance in the mainstream. This form was developed by your committee as a "first draft", and may be revised before actual usage.

MAINSTREAMING PROGRESS REPORT

Student's Name__________________________Subject________________

Grade Level______________Homeroom Teacher______________________

Regular Education Teacher______________________________________

Date	Skills/Concepts	Performance	Adjustment

School A

In addition to designing and implementing the previously described mainstreaming procedures, the committee also arranged for a number of inservice programs related to characteristics of exceptional children and the availability of special instructional materials.

Evaluation

The committee at School A clearly accomplished a great deal. All of the needs originally identified were addressed. An exit interview with the principal revealed that while mainstreaming procedures used to be "hit or miss", the new procedures and forms are now being implemented conscientiously. Time has been set aside for monthly meetings between regular and special education teachers. The principal felt that Project IMPACT was extremely profitable, and that it provided a structure by which the committee could accomplish its objectives. The greatest benefit of IMPACT and the committee's work, however, was felt to be the effect on teacher morale. According the the principal, "classroom teachers are now more comfortable. They know what to do and what to expect."

Summary

The mainstreaming committee at School A identified via a needs assessment instrument, a number of needs related to mainstreaming procedures and inservice.

The committee developed and implemented a comprehensive set of procedural guidelines including: 1) staff responsibilities, 2) procedures for mainstreaming, 3) procedures for changing mainstreamed student's program, 4) grading guidelines, 5) record keeping, and 6) evaluation.

In addition, several inservice programs were organized.

The committee addressed each of the identified needs during its two years of operation. The principal of the school deemed their work highly successful and of continuing value.

RIDGE PARK ELEMENTARY SCHOOL

NEEDS ASSESSMENT

22 Respondents

	Number of Respondents	% of Total Respondents
Highly Necessary		
15. Need for opportunities for a classroom teacher and a special education teacher to meet and discuss programming for specific mainstreamed students.	12	55%
3. Need to clarify the responsibilities of various staff members in regard to school mainstreaming practices (i.e., the guidance counselor's role, the vice-principal's role, etc.).	11	50%
1. Need for staff inservice programs to develop skills for working with mainstreamed students.	10	45%
4. Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.	10	45%
7. Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g., ways of presenting the existing social studies curriculum to a student with written language difficulties).	10	45%
Necessary		
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	14	64%
6. Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	13	59%
9. Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	13	59%
10. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.	13	59%

RIDGE PARK ELEMENTARY SCHOOL

NEEDS ASSESSMENT

22 Respondents

	Number of Respondents	% of Total Respondents
Necessary		
1. Need for staff inservice programs to develop skills for working with mainstreamed students.	12	55%
5. Need to clarify procedures for keeping track of a mainstreamed student's activities.	12	55%
7. Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g., ways of presenting the existing social studies curriculum to a student with written language difficulties.	12	55%
Unnecessary		
13. Need for volunteer services to assist mainstreamed students.	8	36%
14. Need for the staff to meet as a whole to discuss mainstreaming concerns.	8	36%
8. Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district that could be used to assist mainstreamed students.	7	32%
9. Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	7	32%
12. Need to clarify the role of various staff members in reporting mainstreamed students' progress to their parents.	6	27%

SCHOOL B

COLLEGEVILLE-TRAPPE ELEMENTARY SCHOOL

Committee Members

Richard Devaney
   Principal
Alice Rodenberger
Susan Hess
Sandra Marchese
Janet Huskin
Kathy Hedrick
Peggy Pastva
Sue Drauschak
Mary Panetta
Dominick Manderachi
Lelia Hinckley
Kathy Shontz

SCHOOL B

Demographic Data

School B is a suburban elementary school with a total population of 461. At the time of the study. there were 12 learning disabled students enrolled in classes at the school. There were also 10 students enrolled in learning and adjustment classes. All of these students were mainstreamed for art, music and physical education. In addition, all learning disabled and seven learning and adjustment students were mainstreamed for at least one academic subject.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education teachers and special area teachers were asked to complete a needs assessment. The results of the needs assessment were summarized as follows:

Eight (8) items from the Project IMPACT Needs Assessment appeared to be necessary considerations at School B. One hundred percent (100%) of the 20 respondents indicated a need for: (a) opportunities for the classroom teacher and the special education teacher to meet to discuss programming of mainstreamed students, and (b) clarification of procedures for keeping track of mainstreamed students' activities. Ninety-five percent (95%) of the participants indicated a need to clarify: (a) staff members' responsibilities in regard to mainstreaming practices, and (b) procedural guidelines for removing a student from a classroom where he/she has been mainstreamed. Ninety percent (90%) of this staff expressed some need for: (a) staff inservice programs, (b) grading guidelines for mainstreamed students, (c) a recordkeeping system to keep track of students mainstreaming activities, and (d) a clarification of roles of various staff members in reporting mainstreamed students' progress to their parents.

For a complete tally of responses, see pages 63, 64 and 65.

The mainstreaming committee discussed each of the areas of need at the Project IMPACT workshop. Through a process of discussion and prioritizing, it was decided that the expressed needs could best be addressed by developing a comprehensive set of mainstreaming procedures.

Committee Decisions and Activities

The mainstreaming procedures developed address each of the following areas of concern: 1) pre-mainstreaming evaluation, 2) pre-placement communication, 3) ongoing responsibilities following placement, 4) procedures for withdrawing mainstreamed students, and 5) evaluation and grading of mainstreamed students.

The following are the mainstreaming procedures which have been implemented at School B:

PROCEDURES FOR MAINSTREAMING*

1. **Pre-mainstreaming Evaluation**
   A. Special education teacher will:
      1. Evaluate student's academic skills.
         a. Reading - administer IRI
         b. Math - administer placement test
         c. Other academic areas - recommendation through informal assessment.
      2. Evaluate student's social skills (listening skills, work habits, group interaction, etc.).
         a. Recommendation
         b. Observation
      3. Make decision whether placement is feasible.
      4. Fill out Student Profile Sheet.

II. **Pre-Placement Communication**
   A. Special education teacher will:
      1. Communicate with regular education teachers concerning:
         a. scheduling
         b. teaching techniques of regular education teacher
         c. class or group characteristics
         d. special education student (Student Profile Sheet)
         e. purpose for mainstreaming

*Support staff (art, music, library, physical education) will be notified by principal regarding assignment of special education students to class.

2. Communicate with principal concerning:
    a. scheduling.
    b. teaching styles of individual classroom teacher.
    c. characteristics of special education student.
    d. purpose for mainstreaming.
3. Communicate with reading specialist when applicable.
4. Participate in decision for placement and provide Student Profile Sheet to regular education teacher.
5. Notify parents concerning placement.
6. Prepare the child for academic and behavioral expectations in the regular classroom.
7. Introduce mainstreamed student to regular education teacher and classroom students.

B. Regular education teacher will:

1. Meet with special education teacher to discuss the academic demands that the mainstreamed student will encounter in the regular education classroom.
2. Discuss scheduling, teaching techniques, class/group characteristics, and curriculum content with special education teacher.
3. Communicate concerns with principal, if necessary.
4. Participate in decision for placement.
5. Prepare his/her students for the inclusion of the new mainstreamed student.
6. Requisition any needed materials for mainstreamed students and provide the required materials to the special education teacher.

C. Reading specialist will:

1. Confer with special education teacher regarding results of IRI to determine proper placement, when applicable.
2. Confer with special education teacher concerning characteristics of the various reading groups.
3. Provide to regular education teacher those reading materials that are most appropriate to the needs of the special education student.

D. Principal will:

1. Meet with special education teacher to discuss scheduling, teaching styles of regular education staff, characteristics of special education student and purpose for mainstreaming.
2. Resolve any problems that may arise.
3. Participate in decision for placement.

E. Guidance counselor will be available to confer with parties involved concerning the placement of the mainstreamed child.

F. Parents will participate in decision for placement of mainstreamed students.

III. Ongoing Responsibilities Following Placement

A. Special education teacher will:

1. Meet with regular education teacher periodically, at least monthly, to discuss student's progress. Also, to discuss and revise Student Profile Sheet.
2. Communicate with parents concerning student's progress in the regular education classroom.
3. Meet with the mainstreamed student to assess his/her feelings about the events in the regular classroom.
4. Be available to all school personnel to help develop effective strategies for dealing with the behavioral academic needs of the mainstreamed student.
5. Alert appropriate school personnel concerning any recent events which may affect child's performance or behavior.
6. Meet with regular education teacher to discuss method of reporting/recording pupil progress to parents.
7. Maintain the Record of Mainstreaming Activities for individual child.
8. Meet at the end of the year with the regular education teacher to discuss the student's annual progress and recommendations for the following year.

B. Regular education teacher and support personnel (art, music, physical education library) will:

1. Meet with special education teacher periodically, at least monthly, to discuss student's progress.
2. Be available for conference with special education teacher and/or parents concerning the mainstreamed child.
3. Meet with mainstreamed student to assess his/her feelings about events in the regular classroom.
4. Help develop and implement effective strategies for dealing with the mainstreamed student.
5. Meet with special education teacher to discuss method of reporting/recording pupil progress to parents.
6. Immediately bring problems and outstanding achievements to the attention of the special education teacher.
7. Meet at the end of the year with the special education teacher to discuss the student's annual progress and the best possible situation for the following year.
8. Confer with principal concerning unresolved problems, if necessary.
9. Notify reading specialist of any changes in the reading program of the mainstreamed students.

C. Reading specialist will be available for conference with any school personnel concerning the ongoing program of the mainstreamed child.

D. Principal will be available to address unresolved problems.

E. Guidance counselor will be available to parties involved to discuss ongoing program of mainstreamed students.

F. Parents will:

1. Promptly notify special education teacher (if I.U. class, social worker) of any concerns and problems involved with student's program.
2. Notify special education teacher of any recent events which may affect child's performance/behavior.
3. Provide academic and emotional support to child.

4. Be available for conference.
5. Discuss student's feelings concerning events in the regular classroom.

IV. Procedures for Withdrawing Mainstreamed Student

A. Withdrawal procedures may be initiated by either regular education teacher, special education teacher, or support personnel when mainstreaming has been ineffective and various strategies to make it effective have failed.

B. A conference will be held with school personnel to document reasons for withdrawal. Such documentation may include:

1. samples of classwork
2. anecdotal records
3. teacher observation.

C. A decision will be made by the special education teacher and regular education teacher. If a problem arises, the principal will intervene. (I.U. classes will involve Mental Health Team.)

D. After decision has been made to withdraw student, the special education teacher will notify parents, student, and principal.

E. The special education teacher will set up a conference if requested.

V. Evaluation and Grading of Mainstreamed Students

A. Special education and regular education teachers will communicate in order to mutually establish guidelines and methods for grading each mainstreamed student.

B. Regular education teacher will be responsible for completing mainstreamed student's report card, including grade and a short narrative.

The following Student Profile Sheet and Record of Mainstreaming Activities were developed to facilitate the mainstreaming process.

STUDENT PROFILE SHEET

Student Name: ____________________

Special Education Teacher: ____________________ Date: __________

Determine the learning styles, learning characteristics and behavioral characteristics the student displays. (Check those areas which are applicable.)

	Almost Never	Some of the Time	Most of the Time	99% of the Time
Learning Styles				
• Can work in a large group.				
• Can work independently.				
• Can work in small groups.				
• Can work in a dyad.				
• Can work on a one-to-one basis with teacher.				
Learning Characteristics				
• Follows oral directions.				
• Follows written directions.				
• Retains information on a short-term basis.				
• Retains information on a long-term basis.				
• Displays task committment.				
• Maintains attention.				
Behavioral Characteristics				
• Sits in seat/remains in appropriate position during classroom activities.				
• Participates in group discussion appropriately.				
• Adheres to classroom rules.				
• Remains on task.				
• Socializes appropriately with peers.				
• Acts on feedback from teacher.				
• Organizes time and materials.				
• Completes assignments with minimal assistance.				
• Works independently.				
• Responds appropriately to authority.				
Other				

School B

STUDENT PROFILE SHEET

Page 2

Child learns well through the following modes:

- Learns well through information presented orally. _____
- Learns well through information presented visually. _____
- Learns well through concrete experience. _____

Motivational Needs:

- Grades _____
- Social reinforcement (peers) _____
- Verbal reinforcement (teachers) _____
- Privileges _____
- Checkmarks _____
- Tokens _____
- Tangibles (animal cards, stickers, certificates, candy) _____

Instructional Levels:

Instructional Area: ______________________________
Instructional Level/Text: ______________________________

Instructional Area: ______________________________
Instructional Level/Text: ______________________________

Specific Instructional Strategies Proven Successful:

(e.g., likes to use tape recorder, needs verbal reinforcement from teacher daily, weekly, etc.)

____
____
____
____
____
____
____

Developed by Project AIDE
Adapted by Collegeville-Trappe Elem. School

School B

RECORD OF MAINSTREAMING ACTIVITIES

(To be completed at the end of the year)

Student:____________________ Special Ed. Teacher:____________________ Date:________

Month/Year Mainstreaming Begins	Regular Ed. Teacher/Grade Level Subject	Average Grade Rec'd. in Mst. Subject.	End of the Year Comments
			Regular Ed. Teacher: Student made: ____ Average progress within the group. ____ Below average progress within the group. Student worked: ____ Up to his/her potential. ____ Below his/her potential. Student's work habits were: ____ Excellent ____Fair ____Poor Student socializes appropriately with peers. ____YES ____NO Teacher recommends: ____Mainstreaming continue. ____Placement be re-evaluated. Other comments:____________________ ____________________ ____________________ **Special Ed. Teacher:** Teacher recommends: ____Mainstreaming continue. ____Placement be re-evaluated. Other comments:____________________ ____________________ ____________________

EVALUATION AND CONCLUSION

The committee at School B devised and implemented a set of mainstreaming procedures which addressed all the needs identified by the needs assessment instrument. An exit interview with the principal indicated that the procedures were functioning effectively. Project IMPACT was seen as being most helpful in providing the time and structure for addressing mainstreaming concerns. Morale within the school appears to have improved greatly, particularly as a result of increased communication between regular and special education teachers.

ADDITIONAL ACTIVITIES

In addition to developing and implementing mainstreaming procedures, the committee is in the process of preparing a parent handbook. The handbook is designed to promote the awareness of regular education students and parents to the nature and needs of mainstreamed students. The handbook will be distributed to all parents and is expected to be completed by August, 1981.

The committee had hoped to plan an inservice program during the 1980-1981 school year. Due to other school district priorities, however, no time was available in the school inservice calendar.

COLLEGEVILLE-TRAPPE ELEMENTARY SCHOOL

NEEDS ASSESSMENT

20 Respondents

		Number of Respondents	% of Total Respondents
Highly Necessary			
3.	Need to clarify the responsibilities of various staff members in regard to school mainstreaming practices (i.e., the guidance counselor's role, the vice-principal's role, etc.).	9	45%
15.	Need for opportunities for a classroom teacher and a special education teacher to meet and discuss programming for specific mainstreamed students.	9	45%
1.	Need for staff inservice programs to develop skills for working with mainstreamed students.	8	40%
5.	Need to clarify procedures for keeping track of a mainstreamed student's activities.	7	35%
7.	Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g., ways of presenting the existing social studies curriculum to a student with written language difficulties.	7	35%
9.	Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	7	35%
11.	Need for an easy record-keeping system of each student's mainstreaming program.	7	35%

COLLEGEVILLE-TRAPPE ELEMENTARY SCHOOL

NEEDS ASSESSMENT

20 Respondents

		Number of Respondents	% of Total Respondents
Necessary			
2.	Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	13	65%
5.	Need to clarify procedures for keeping track of a mainstreamed student's activities.	13	65%
6.	Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	13	65%
10.	Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.	13	65%
12.	Need to clarify the role of various staff members in reporting mainstreamed students' progress to their parents.	13	65%
Unnecessary			
14.	Need for the staff to meet as a whole to discuss mainstreaming concerns.	6	30%
13.	Need for volunteer services to assist mainstreamed students.	5	25%
4.	Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.	4	20%
8.	Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district that could be used to assist mainstreamed students.	4	20%
2.	Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	3	15%
7.	Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g, ways of presenting the existing social studies curriculum to a student with written language difficulties.	3	15%

School B

COLLEGEVILLE-TRAPPE ELEMENTARY SCHOOL

NEEDS ASSESSMENT

20 Respondents

Highly Unnecessary		Number of Respondents	% of Total Respondents
2.	Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	1	5%
6.	Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	1	5%
8.	Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district that could be used to assist mainstreamed students.	1	5%
9.	Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	1	5%

SCHOOL C

CANDLEBROOK ELEMENTARY SCHOOL

Committee Members

Jacqueline Gittinger
   Principal
Rita Spina
Connie Peck
Patti Jackson
Rita Prouban
Nancy Craig
Marie DeHaven
Regina DePaolis
Janet Heckman
Dorothy Pantholt
Mrs. James Spencer
Lowell Peckham
Thelma Kemplin
Linda Rodebaugh
Gail Schmerling
Susan Cole
Dale Massimo
Mildred Morancik
Jane Serfass

SCHOOL C

Demographic Data

School C is a suburban elementary school with a total population of 353. At the time of the study, there were 21 learning disabled students enrolled in classes at the school. All of these students were mainstreamed for art, music and physical education. In addition, six students were mainstreamed for other academic subjects. A total of seven regular education faculty were working with mainstreamed students.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education teachers and special area teachers were asked to complete a needs assessment instrument. The results of the needs assessment were summarized as follows.

Ten (10) items from the Project IMPACT Needs Assessment appeared to be necessary considerations at School C. One hundred percent (100%) of the 23 respondents indicated a need for staff inservice programs. Ninety-six percent (96%) of the staff expressed a need to clarify the role of various staff members in reporting mainstreamed students' progress to their parents. Ninety-one percent (91%) conveyed varying degrees of need in relation to: (a) clarifying staff member roles in relationship to mainstreaming, (b) clarifying procedural guidelines for placing a student into a classroom for mainstreaming, (c) clarifying procedures for keeping track of a mainstreamed student's activities, (d) clarifying alternatives for presenting the district's curriculum to mainstreamed students, (e) clarifying evaluation and grading guidelines for reporting progress of mainstreamed students, (f) developing a record-keeping system for mainstreamed students, (g) initiating a time for the staff to meet as a whole to discuss mainstreaming concerns, and (h) providing opportunities for classroom teachers and special education teachers to meet about mainstreamed students' programs. For a complete tally of responses, see pages 74 and 75.

The mainstreaming committee discussed each of the areas of need at the Project IMPACT workshop. Through a process of discussion and prioritizing, the committee defined its objectives to be:

1. to develop comprehensive mainstreaming procedures which address staff roles, communication, tracking and evaluation.

2. to plan and implement inservice programs in order to heighten teachers' awareness of the characteristics and needs of handicapped students.

Committee Decisions and Activities

The following procedures were developed for use in mainstreaming:

1. Special education teacher completes Placement Checklist for Mainstreaming.
2. Special education teacher meets with principal.
3. Special education teacher, principal, regular elementary education teacher, and all specialists involved meet (right of refusal).
4. Parents are notified.
5. Placement of child.
6. Periodic review (bi-monthly or as needed) with feedback to the principal.
7. Begin mainstreaming record via Mainstreaming Tracking Sheet.

Completion of steps 1-5 above should be accomplished within one week. The forms referred to in the mainstreaming procedures, Placement Checklist and Mainstreaming Tracking Sheet, are reproduced on the following pages.

PLACEMENT CHECKLIST FOR MAINSTREAMING

Child's Name:________________________________Age:______________

Date of Checklist Initiation:________Sp. Ed. Teacher:______________

1. Social:____

2. Emotional:____

3. Academic (tests given):____________________________________

4. Medical:____

5. Environmental Needs:_______________________________________

6. Schedule:____

7. Comments:____

8. Recommendation for Placement:______________________________

MAINSTREAMED TRACKING SHEET

Child's Name:____________________________

Date	Mst. into Grade Level Below	Subject	Time in Reg.Classroom Each Week (minutes)	Regular Class Teacher	ACTIVITIES	COMMENTS

School C

Methods for reporting the progress of mainstreamed students and for removing a mainstreamed student from the regular class were also developed.

REPORTING PROGRESS OF MAINSTREAMED STUDENTS

1. Regular education teachers and specialists will submit a separate report (utilizing the regular report card) to the special education teacher to include with the Intermediate Unit report card. Each child will be evaluated on the basis of his/her own ability.
2. Joint (regular education teacher, special education teacher and specialists) conferences will be scheduled upon request by any of the parties involved.
3. Individual conferences may be scheduled at any time. All conferences should be recorded on the mainstreaming record. Telephone contacts should also be recorded.

REMOVING A MAINSTREAMED STUDENT

1. Regular education teacher and special education teacher meet.
2. Teachers and principal meet.
3. Parents contacted.

In order to disseminate information about the new mainstreaming procedures to the rest of the faculty, a Mainstreaming Fact Sheet was also prepared and is reproduced on the following page.

During the second year of Project IMPACT, School C added a new resource room class. Since, by definition, resource room students are in the mainstream at least 50% of the time, the committee proposed some guidelines for record-keeping and communications.

RESOURCE ROOM FACT SHEET

I. Record-Keeping

1. An IEP is on file in the principal's office. Read it.
2. The classroom teacher is responsible for giving grades.
3. The Resource Room teacher will provide a narrative.
4. A student will not be graded if a subject is missed.
5. A Resource Room Tracking Sheet should be kept in the front office files at all times and filled out at least three times each year by both the regular classroom teacher and the special education teacher.

II. Communications

1. The Resource Room teacher is available for conferences with parents and/or teachers upon request by teachers and/or parents.
2. On-going communication between the teacher and Resource Room teachers to coordinate progress, subject matter, and assignments is essential.
3. In case of a field trip, Resource Room teacher must be notified.
4. During achievement testing, everyone should be notified.

III. School Policy

1. A student must be identified formally by the psychological department as a special education student before being assigned to the Resource Room.
2. Resource Room children should not miss special events in their classrooms such as assemblies and guest speakers.
3. All children, without exception, must attend weekly classes in art, music, physical education, and library.

School C met its objective relating to teacher inservice by arranging for four workshops. Speakers were drawn from a number of areas, and Project IMPACT staff were actively involved in locating resource persons and assisting in workshop planning. The following topics were addressed at the inservice meetings:

- sensitivity to and identification of exceptional children
- classroom techniques for the mainstreaming of exceptional children
- orientation to the local materials recource center
- behavioral management techniques
- diagnosis of speech and language disorders.

The fact that School C planned and implemented four inservice programs indicates a great committment to the mainstreaming process. Not only was there an extensive amount of time involved in planning, there was also a great deal of effort expended in obtaining monies to reimburse teachers for the after-school meetings.

Evaluation and Summary

The committee at School C addressed all of the major needs identified by the needs assessment. They established procedures for mainstreaming and prepared fact sheets on mainstreaming and resource room programs. They also planned four teacher inservice workshops.

An exit interview with the principal indicated that the staff now seem more organized and more aware of the special child. Everyone is involved in mainstreaming procedures -- not just the special education teacher. The principal felt that Project IMPACT was most valuable in providing the time and process by which to begin addressing mainstreaming needs. IMPACT's role in helping to plan the school workshops was also greatly appreciated. Overall, Project IMPACT was judged as highly successful.

CANDLEBROOK ELEMENTARY SCHOOL

NEEDS ASSESSMENT

23 Respondents

Highly Necessary	Number of Respondents	% of Total Respondents
1. Need for staff inservice program to develop skills for working with mainstreamed students.	19	83%
10. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.	18	78%
7. Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g., ways of presenting the existing social studies curriculum to a student with written language difficulties).	17	74%
11. Need for an easy record-keeping system of each student's mainstreaming program.	17	74%
3. Need to clarify the responsiblities of various staff members in regard to school mainstreaming practices (i.e., the guidance counselor's role, the vice-principal's role, etc.).	16	70%
Necessary		
5. Need to clarify procedures for keeping track of a mainstreamed student's activities.	10	43%
8. Need to provide easy accessibility to available instructional material and/or AV equipment in the district that could be used to assist mainstreamed students.	10	43%
13. Need for volunteer services to assist mainstreamed students.	10	43%
14. Need for the staff to meet as a whole to discuss mainstreaming concerns.	9	39%

CANDLEBROOK ELEMENTARY SCHOOL

NEEDS ASSESSMENT

23 Respondents

Necessary (continued)	Number of Respondents	% of Total Respondents
12. Need to clarify the role of various staff members in reporting mainstreamed students' progress to their parents.	8	36%
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	8	36%
Unnecessary		
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	3	13%
6. Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	3	13%
8. Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district that could be used to assist mainstreamed students.	3	13%
9. Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	3	13%
13. Need for volunteer services to assist mainstreamed students.	3	13%

Highly Unnecessary

(No items were indicated highly unnecessary.)

SCHOOL D

CEDARBROOK MIDDLE SCHOOL

Committee Members

John Townsend,
  Principal
Cecelia Robinson
Ella Benge
Maryjean Focht
Nancy Sabin

John Rogalski
Mitchell Levin
Tony Matula
Alberta Gladeck
Ron Dellecker
Ann Edlemen

SCHOOL D

Demographic Data

School D is a suburban middle school with a total population of 497. At the time of the study, there were 22 emotionally disturbed students and one visually impaired student. Eleven of the students were mainstreamed for art, 21 for physical education, 4 for music, 11 for industrial arts, 12 for home economics, 12 for typing and 5 for health. In addition, 14 students were mainstreamed for other academic subjects. A total of 25 regular education teachers were working with mainstreamed students.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education teachers and special area teachers completed a needs assessment instrument. The results of the needs assessment were summarized as follows:

Five (5) items from the Project IMPACT Needs Assessment appeared to be necessary considerations at School D. Ninety-seven percent (97%) of the 36 respondents seemed to regard staff inservice development as a priority. Ninety-four percent (94%) indicated a need to clarify roles of various staff members. Eighty-eight percent (88%) expressed a need for: (a) opportunities for the special education teacher and the regular education teacher to meet about mainstreamed students, (b) clarification of procedures for keeping track of a mainstreamed student's activities, and (c) clarification of alternatives for presenting the district's curriculum to accommodate individual needs for mainstreamed students. For a complete tally of responses, see pages 82, 83 and 84.

The mainstreaming committee discussed each of the areas of need at the Project IMPACT workshop. Through a process of discussion and prioritizing, the committee decided to focus on mainstreaming procedures and teacher inservice.

Committee Decisions and Activities

The following procedures were established for the placement of students into the mainstream:

1. Special education teacher consults with principal to review IEP.

2. Principal and special education teacher will recommend specific teacher and classes for mainstreaming.

3. Special education teacher will consult with recommended teacher to discuss behavioral and academic skills.

    A. Behavioral and emotional readiness:

        1. ability to conform to regular classroom behavior

        2. ability to accept social responsibility

    B. Academic skills readiness:

        1. ability to handle work expected

        2. ability to adjust to regular classroom methods.

    C. Learner needs

        1. characteristics

        2. physical setting.

4. Placement is made and page 1 of Project AIDE (Communication Form) is to be given to the mainstreamed teacher for his/her information and guidance.

The Communication Form to be used in facilitating the transfer of information is reproduced on the following page.

STUDENT'S NAME: ______________________ DATE: __________ SPECIAL ED. TEACHER: ______________________

Determine the learning styles, learning characteristics and behavioral characteristics the student displays.

Learning Styles	Almost Never	Some of the Time	Most of the Time
• Can work in a large group			
• Can work independently			
• Can work in small groups			
• Can work in a dyad			
• Can work on a one-to-one basis with teacher			
Learning Characteristics			
• Follows oral directions			
• Follows written directions			
• Retains information on a short-term basis			
• Retains information on a long-term basis			
• Displays task committment			
• Maintains attention			
Behavioral Characteristics			
• Sits in seat/remains in appropriate position during classroom activities			
• Participates in group discussion appropriately			
• Adheres to classroom rules			
• Remains on task			
• Socializes appropriately with peers			
• Acts on feedback from teacher			
• Organizes time and materials			
• Completes assignments with minimal assistance			
• Works independently			
• Responds appropriately to authority			
Others			
______________________			
______________________			
______________________			

80

Learning Modes

(Rank these Learning Modes in the order of which the student learns best. However, if a Learning Mode is especially difficult for a student, also asterisk (*) it.)

- Learns through information presented orally ____
- Learns through information presented visually ____
- Learns through information presented through movement and touch ____
- Learns through concrete experience ____

Motivational Needs

- Grades ____
- Social reinforcement (peers) ____
- Verbal reinforcement (teachers ____
- Privileges ____
- Checkmarks ____
- Tokens ____
- Tangibles ____

Instructional Strategies Proven Successful

(e.g., lots of repetitions, contracts, demonstrations)

____

____

____

____

Instructional Levels

Instructional Area ____________ Instructional Area ____________

Level ____________ Level ____________

Text ____________ Text ____________

Based upon the information gathered, what modifications need to be made to meet the student's needs?

Modification(s)

____

____

____

____

____

Developed by Project AIDE
1-16-80 dlw

The committee also addressed the issue of how to remove a student from the mainstream if the placement does not work out.

PROCEDURES FOR EXAMINATION OF THE MAINSTREAMED STUDENT'S STATUS AND/OR REMOVAL

1. Requests to review or evaluate the mainstreamed student should go to the special education teacher who relays the request to the mental health team.
    - A. Requests can be made by:
        1. teachers (special and regular education)
        2. parent
        3. student
        4. mental health team
        5. guidance counselor
        6. administrator.
2. Request for removal goes to meeting consisting of any combination from the following groups:
    - A. Mainstream District
        1. teachers (special and regular education)
        2. mental health team
        3. anyone else deemed necessary.
    - B. I.U. District
        1. teachers (special and regular education)
        2. I.U. supervisor
        3. anyone else deemed necessary
    - C. Types of Removal
        1. crisis basis (temporary) - will be accomplished by consultation between the teacher requesting the removal and the special education teacher
        2. non-crisis (long-term) - same procedure as indicated above. (Definition of crisis: the student is an immediate threat to himself and those around him and his environment.)

The final issue relating to mainstreaming procedures that the committee worked on was that of grading and evaluating the mainstreamed student's progress.

PROCEDURE FOR EVALUATING STUDENT PROGRESS IN MAINSTREAMING CLASS

1. Report card - The student is subject to criteria and grading system of mainstreaming teacher.
2. Weekly informal meetings between mainstreaming and special education teachers should occur. The schedule for their weekly informal meetings is to be established in consultation with the principal.
3. Periodic IEP Review - Special education teacher and mainstream teacher review IEP at least once a year.

****

In the area of teacher inservice, the committee planned and implemented two workshops. The first workshop was presented only for the faculty of School D and featured a number of films related to the characteristics of various exceptionalities. The second workshop was attended by all teachers in the school district and featured a panel presentation by handicapped persons and special education personnel. This was a replication of a panel which was presented to the committee at a Project IMPACT workshop. Response was so favorable that the committee felt others could benefit from a similar panel.

Evaluation and Summary

The committee at School D developed and implemented procedures for placing a student in the mainstream, removing a student from an inappropriate mainstream placement and evaluating the progress of mainstreamed students. They also organized and implemented two inservice programs designed to raise teacher awareness and sensitivity to the needs of the handicapped.

An exit interview with the principal indicated that participation in Project IMPACT had raised the awareness of the faculty to mainstreaming issues. The inservice programs were well received.

CEDARBROOK MIDDLE SCHOOL

NEEDS ASSESSMENT

36 Respondents

Highly Necessary

1. Need for staff inservice programs to develop skills for working with mainstreamed students.	19	53%
3. Need to clarify the responsibilities of various staff members in regard to school mainstreaming practice (i.e., the guidance counselor's role, the vice-principal's role, etc.)	19	53%
4. Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.	17	47%
6. Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	17	47%
7. Need to clarify alternatives for presenting the district's regular curriculum to accommodate individual needs of mainstreamed students (e.g., ways of presenting the existing social studies curriculum to a student with written language difficulties).	16	44%

School D

CEDARBROOK MIDDLE SCHOOL

NEEDS ASSESSMENT

36 Respondents

Necessary

11. Need for an easy record-keeping system of each student's mainstreaming program.	22	61%
12. Need to clarify the role of various staff members in reporting mainstreamed student's progress to their parents.	22	61%
10. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.	21	58%
15. Need for opportunities for a classroom teacher and a special education teacher to meet and discuss programming for specific mainstreamed students.	19	52%
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	17	47%
5. Need to clarify procedures for keeping track of a mainstreamed student's activities	17	47%
13. Need for volunteer services to assist mainstreamed students.	17	47%

Unnecessary

14. Need for the staff to meet as a whole to discuss mainstreaming concerns.	13	36%
13. Need for volunteer services to assist mainstreamed students.	9	25%
2. Need to present workshops on the school's mainstreaming practices for parents of both regular education and special education students.	8	22%

CEDARBROOK MIDDLE SCHOOL

NEEDS ASSESSMENT

36 Respondents

Unnecessary (continued)

8. Need to provide easy accessibility to any available instructional materials and/or AV equipment in the district that could be used to assist mainstreamed students.	7	19%
9. Need to obtain instructional materials and/or AV equipment to assist mainstreamed students.	7	19%

Highly Unnecessary

4. Need to clarify procedural guidelines for placing a student into a classroom for mainstreaming.	3	8%
15. Need for opportunities for a classroom teacher and special education teacher to meet and discuss programming for specific mainstreamed students.	3	8%
5. Need to clarify procedures for keeping track of a mainstreamed student's activities.	2	5%
6. Need to clarify procedural guidelines for removing a student from a classroom where he/she has been mainstreamed.	2	5%
10. Need to clarify evaluation and grading guidelines for reporting progress of mainstreamed students.	2	5%

APPENDIX II

DESCRIPTIVE STATISTICS
FOR EACH TARGET SCHOOL

APPENDIX II

DESCRIPTIVE STATISTICS OF PRE-AND POST-TEST PERFORMANCE ON MAINSTREAMING NEEDS ASSESSMENT

Candlebrook Elementary School

Pre-Test				**Post-Test**			
Question #	Mean	Variance	SD	Question #	Mean	Variance	SD
1	1.17	.15	.38	1	1.43	.26	.51
2	1.61	.52	.72	2	2.07	.38	.62
3	1.39	.43	.66	3	2.00	.62	.78
4	1.44	.44	.66	4	1.86	.90	.95
5	1.61	.43	.66	5	2.00	.77	.88
6	1.57	.53	.73	6	1.93	.84	.92
7	1.35	.42	.65	7	1.57	.42	.65
8	1.70	.49	.70	8	1.93	.53	.73
9	1.52	.53	.73	9	2.15	.47	.69
10	1.30	.40	.64	10	1.79	.64	.80
11	1.35	.42	.65	11	1.93	.84	.92
12	1.52	.44	.67	12	2.00	.77	.88
13	1.68	.51	.72	13	2.00	.50	.71
14	1.57	.44	.66	14	1.79	.49	.70
15	1.48	.44	.67	15	1.71	.68	.83
N = 23				N = 14			

APPENDIX II

DESCRIPTIVE STATISTICS

Cedarbrook Middle School

Pre-Test				**Post-Test**			
Question #	Mean	Variance	SD	Question #	Mean	Variance	SD
1	1.50	.31	.56	1	2.50	.73	.86
2	1.94	.53	.73	2	2.36	.71	.84
3	1.53	.37	.61	3	2.36	.86	.93
4	1.58	.44	.66	4	1.77	.53	.73
5	1.62	.37	.60	5	2.31	.73	.86
6	1.59	.43	.66	6	2.23	.69	.83
7	1.59	.37	.61	7	2.36	.71	.84
8	1.80	.58	.76	8	2.36	.71	.84
9	1.85	.55	.74	9	2.36	.56	.75
10	1.79	.35	.59	10	2.29	.68	.83
11	1.82	.28	.53	11	2.50	.58	.76
12	1.91	.38	.61	12	2.43	.42	.65
13	2.09	.61	.78	13	2.31	.56	.75
14	2.08	.65	.81	14	2.50	.86	.94
15	1.64	.30	.54	15	2.14	.75	.86
N - 33				N = 14			

APPENDIX II

DESCRIPTIVE STATISTICS

Collegeville-Trappe Elementary School

Pre-Test				**Post-Test**			
Question #	Mean	Variance	SD	Question #	Mean	Variance	SD
1	1.70	.43	.66	1	2.22	.65	.81
2	2.10	.52	.72	2	2.00	.71	.84
3	1.60	.36	.60	3	2.61	.61	.78
4	1.90	.52	.72	4	2.67	.59	.77
5	1.65	.24	.49	5	2.50	.62	.79
6	1.75	.51	.72	6	2.56	.73	.86
7	1.74	.43	.65	7	2.18	.53	.73
8	2.15	.56	.75	8	2.17	.50	.71
9	1.84	.70	.83	9	2.33	.47	.69
10	1.85	.35	.59	10	2.67	.82	.91
11	1.75	.41	.64	11	2.79	.54	.73
12	1.85	.35	.59	12	2.77	.57	.75
13	2.05	.47	.69	13	2.65	.49	.70
14	2.05	.58	.76	14	2.47	.52	.72
15	1.55	.26	.51	15	2.35	.62	.79
N = 20				N = 17			

APPENDIX II

DESCRIPTIVE STATISTICS

Ridge Park Elementary School

Pre-Test				Post-Test			
Question #	Mean	Variance	SD	Question #	Mean	Variance	SD
1	1.59	.25	.50	1	2.07	.53	.73
2	1.82	.35	.59	2	2.13	.65	.81
3	1.55	.36	.60	3	2.07	.78	.88
4	1.59	.35	.59	4	2.44	.80	.89
5	1.76	.39	.63	5	2.50	.93	.97
6	1.77	.37	.61	6	2.06	.86	.93
7	1.55	.26	.51	7	1.86	.59	.77
8	2.14	.51	.71	8	1.94	.60	.77
9	2.36	.43	.66	9	2.06	.60	.77
10	1.59	.25	.50	10	2.07	.64	.80
11	1.77	.57	.75	11	2.33	1.10	1.05
12	2.05	.52	.72	12	2.50	1.04	1.02
13	2.33	.53	.73	13	2.54	.44	.66
14	2.09	.66	.81	14	2.25	.73	.86
15	1.46	.26	.51	15	2.07	.64	.80
N = 22				N = 15			

PROJECT IMPACT

TECHNICAL REPORT

Phase II

by

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The work presented herein was performed persuant to a grant to the Montgomery County Intermediate Unit from the Pennsylvania Department of Education, acting as the State Education Agency for the United States Office of Education, Department of Health, Education, and Welfare. This grant was carried out under the supervision of the Title IV-C Office of the PDE, Bureau of Planning, Research, Evaluation, and Dissemination, as well as the PDE, Bureau of Special Education.

However, the opinions expressed herein do not necessarily reflect the position or policy of any of the above agencies, and no official endorsement should be inferred. (Title IV-C Grant #79054S for the period of September 1, 1979 - February 28, 1982.)

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INTRODUCTION

Phase II of Project IMPACT which was initiated in September, 1980, differed from Phase I in only a few administrative details. The changes in design represented refinements in the original IMPACT model and were derived from the input of Phase I committee members and IMPACT staff.

As with Phase I, target and control schools were selected with voluntary participation by the principals. Target and control schools for the 1980-82 cycle of project are listed below:

School District	Target School	Control School
Lower Merion	Bala Cynwyd Middle	Welsh Valley Middle
Upper Moreland	Cold Spring Elementary	Round Meadow Elem.
Colonial	Whitemarsh Junior	Plymouth Junior
Methacton	Woodland Elementary	Eagleville Elem.

Once the target schools had been identified, the IMPACT staff began working toward their goal of improving mainstreaming practices through cooperative planning and training.

Phase II of the project accomplished three primary goals: 1) mainstreaming needs were identified in each target school; 2) each school established a Mainstreaming Planning Committee (MPC); and 3) under the auspices of Project IMPACT, each MPC participated in four days of work sessions to prioritize needs and develop strategies for addressing them.

The IMPACT staff first revised the Needs Assessment used in Phase I. The Needs Assessment and Mainstreaming Attitude Survey were then administered to discover the primary areas of concern related to mainstreaming. The instruments and administration procedures will be described in greater detail in the section of this report entitled DATA COLLECTION PROCEDURES AND INSTRUMENTATION.

After administering the needs assessments and attitude surveys, Project IMPACT staff asked the school principals to set up MPCs in accordance with the same guidelines used in Phase I. The committees were comprised minimally of: two regular education teachers, two special education teachers, a guidance counselor, other special area personnel (i.e., reading specialist, librarian, etc.), two parents of regular education students, and two parents of handicapped students. The principal was also a committee member. Most committees numbered around fourteen members.

As in Phase I, each MPC was provided with a facilitator from the Intermediate Unit whose function was to: 1) assist the group to identify the issues and plan strategies for change; 2) work through any group process problems that arose; 3) keep the group on task; and 4) provide information and resources as needed.

All MPC participated in an initial two-day workshop in October, 1980 and two one-day follow-up sessions during the eighteen months of IMPACT, Phase II. The initial workshops presented basic information about the nature of specific handicapping conditions and the implications of mainstreaming. The workshops also provided MPCs with an approach for analyzing mainstreaming needs and generating strategies for addressing the needs. The content of the workshops is described in greater detail in the Project IMPACT procedures manual, Guide to Mainstreaming Planning Committees.

After the workshops, the committees continued to plan and problem solve on their own. The principals were responsible for implementing any procedures designed by the committees. Inservice programs, which were planned by the committees, were held for other teachers in the schools.

The committees continued to meet and problem solve for eighteen months. They addressed mainstreaming needs related to procedures, inservice and curriculum. A description of the accomplishments of each MPC can be found in Appendix 1.

At the end of eighteen months, the Needs Assessment and Mainstreaming Survey were administered to both target and control schools as a post-test.

DATA COLLECTION PROCEDURES AND INSTRUMENTATION

The following types of data were collected at the beginning of Phase II and again after eighteen months of working with the project:

1. Individual school needs in relation to mainstreaming procedures, inservice training, curriculum modification and mainstreaming management were measured by a written needs assessment instrument which was completed by all school personnel.

2. Attitudes of teachers (special and regular education) towards mainstreaming were assessed via a survey instrument.

Needs Assessment

Phase II employed basically the same needs assessment instrument as was developed for Phase I. It was comprised of items to which subjects responded on a four-point Likert scale ranging from strongly agree (1) to strongly disagree (4).

In an effort to refine the original Needs Assessment instrument, IMPACT staff members streamlined the four sub-scales into three general areas of need. The three areas addressed by the revised Needs Assessment were: operational needs, curricular needs, and inservice needs. Some minor revisions were made in the wording of items which had raised questions when the original instrument had been administered.

Because the area of curricular issues had been avoided by most Phase I MPCs, the project staff felt it necessary to provide additional structure to ensure that these needs would be addressed. It was decided that each Phase II committee would address at least one need in each of the three needs assessment sub-scales, thereby ensuring the inclusion of curricular issues. Therefore, a number of new items were added to the needs assessment in the area of curricular needs.

As with the initial Needs Assessment, three forms of the Phase II instrument were developed. The use of the forms, however, differed. In Phase II of IMPACT, Form A of the Needs Assessment was administered to all elementary school regular education teachers. Form B was administered to all secondary school regular education teachers. Special education teachers and support personnel completed Form C. The three forms differed only in the wording of some items so that they reflected the viewpoint of the respondent.

Form A differed only from Form B in the area of curricular concerns. Since elementary school teachers teach all subject areas.

they were asked to rate the curricula in each of the content areas in regard to their suitability for use with mainstreamed students. Secondary school teachers, however, rated only their own subject area curriculum.

The sub-scales entitled Operational Needs addressed issues related to procedures for mainstreaming and the management of the mainstreaming process. It contained the following items:

II. OPERATIONAL NEEDS

Directions: Consider each of the following statements in relation to your school's mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Procedures for placing a special education student into a regular classroom for mainstreaming are clearly defined.	1	2	3	4
2. Procedures for grading a special education student's performance in the mainstream are clearly defined.	1	2	3	4
3. Procedures for changing a mainstreamed student's program, if difficulties arise, are clearly defined.	1	2	3	4
4. It is easy to obtain records of a special education student's past and present mainstreaming program.	1	2	3	4
5. Regular and special education teachers' responsibilities are clearly defined in regard to communicating with the parents of a mainstreamed student.	1	2	3	4
6. There are ample opportunities for the special education teacher and the regular education teacher to communicate about mainstreamed students.	1	2	3	4

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

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The Curricular Needs sub-scale of Form A asked teachers to rate each content area curriculum (reading/language arts, mathematics, science, social studies) in relation to the following items:

III. CURRICULAR NEEDS (Form A)

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider your school's regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The READING/LANGUAGE ARTS program:				
a. provides alternative assignments for mainstreamed students with special needs.	1	2	3	4
b. provides alternative methods for measuring progress of mainstreamed students with special needs.	1	2	3	4
c. provides alternative methods for presenting information to mainstreamed students with special needs.	1	2	3	4
d. provides structure for mainstreamed students with organizational difficulties.	1	2	3	4
e. provides for meeting the needs of students who are achieving at grade level, below grade level, and above grade level.	1	2	3	4
f. provides suggestions for supplemental materials to be used with mainstreamed students with special needs.	1	2	3	4

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Form B asked secondary school teachers to rate the curriculum that they teach in relation to the aforementioned items. Form C solicited responses from special education and support personnel regarding the curriculum in their school.

The third sub-scale, Inservice Needs, was comprised of the following items:

IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers in this building have had formal opportunities to discuss their mainstreaming needs.	1	2	3	4
2. Teachers in this building have actively shared their ideas about effective techniques for working with mainstreamed students.	1	2	3	4
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	1	2	3	4

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IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school HAS provided inservice training on topics related to mainstreaming, please complete items 4 and 5. If your school has NOT been able to provide inservice training on topics related to mainstreaming, please skip to item 6.

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer direct input in planning workshop(s) on topic(s) related to mainstreaming.	1	2	3	4
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to gain a better understanding of the needs of handicapped students.	1	2	3	4
b. has helped teachers to more effectively manage the behavior of students with special needs.	1	2	3	4
c. has provided useful suggestions for adapting the regular education curriculum for mainstreamed students.	1	2	3	4
d. has provided useful suggestions for improving channels of communication between special education teachers and regular education teachers in this building.	1	2	3	4
e. has helped staff members to better understand this school's mainstreaming policies.	1	2	3	4
f. has provided information about local resource services, which can assist teachers in working with mainstreamed students.	1	2	3	4
g. has provided information about local educators, who can offer suggestions for working with mainstreamed students.	1	2	3	4

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.

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An item and test analysis was run on the Needs Assessment for both pre and post-test samples, target and control. Because the instrument could function differently in different contexts, reliability coefficients were computed for each form of the instrument and for each sample population. Tables 1 - 3 reflect the reliability coefficients for Forms A, B and C.

TABLE 1

RELIABILITY COEFFICIENTS FOR NEEDS ASSESSMENT, FORM A*

Subscale	Alpha Coefficient			
	Target		Control	
	Pre-test	Post-test	Pre-test	Post-test
Operations	.88	.80	.80	.89
Curriculum				
Reading	.84	.89	.86	.88
Math	.90	.89	.89	.89
Science	.93	.93	.94	.80
Social Studies	.87	.93	.94	.90
Inservice	.77	.89	.85	.90

The reliability of Form A ranged from .77 to .94 with the majority of cases in the .80 - .90 range. This indicates that Form A of the Needs Assessment was highly reliable and appropriate for use within this project.

---

* Form A - Elementary school, regular education teachers

TABLE 2

RELIABILITY COEFFICIENTS FOR NEEDS ASSESSMENT, FORM B*

Subscale	Alpha Coefficient			
	Target		Control	
	Pre-test	Post-test	Pre-test	Post-test
Operations	.84	.93	.83	.82
Curriculum	.89	.91	.88	.88
Inservice	.83	.90	.89	.96

Reliability coefficients for Form B ranged from .82 to .96. This indicates that Form B was highly reliable in both target and control groups during pre and post-testing.

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* Form B - Secondary school, regular education teachers

TABLE 3

RELIABILITY COEFFICIENTS FOR

NEEDS ASSESSMENT, FORM C*

Subscale	Alpha Coefficient			
	Target		Control	
	Pre-test	Post-test	Pre-test	Post-test
Operations	.81	.90	.76	.82
Curriculum	.86	.93	.94	.89
Inservice	.72	.93	.95	.88

With the majority of reliability coefficients in the .80 - .95 range, Form C also proved to be a highly reliable instrument.

There was, however, one limitation in using data generated by the Needs Assessment instrument. During the data analysis segment of Phase I, it was recognized that there was no way to match participants' pre and post-test responses. In an effort to overcome this limitation, a coding system was developed for Phase II whereby respondents identified themselves by using the first three digits of their social security number and the last two digits of their birth year.

Pre and post-test data were to be matched by respondents. Unfortunately, however, as will be discussed in the data analysis section, there were insufficient matched responses to run the type of sophisticated statistical analysis desired. Consequently, the limitation of the Phase II data analysis still remains the lack of matched responses which would have lent greater credibility to any indications of pre versus post-test change.

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* Form C - Special education teachers and support personnel

Mainstreaming Survey

In order to determine the degree to which school personnel felt acceptance towards issues relating to mainstreaming, Project IMPACT staff (as part of Phase I) developed the Mainstreaming Survey. This instrument was comprised of 25 items. Teachers were asked to rate their degree of agreement with each statement relating to mainstreaming on a Likert scale of strongly agree (1) to strongly disagree (4).

Three forms of the Mainstreaming Survey were developed. Minor wording differences were designed to accommodate the various classes of respondents. Form A was administered to all regular education teachers, Form B was administered to all special education teachers, and Form C was administered to special area teachers (art, music, physical education etc.). For a discussion of specific items and sub-scales in the Mainstreaming Survey, please refer to page 8 of the Phase I Technical Report.

No changes were made in the original Mainstreaming Survey for use in Phase II.

An item and test analysis was performed on the Mainstreaming Survey for Phase II pre and post-test samples, target and control. Because the instrument could conceivably have functioned differently in different contexts, reliability coefficients were computed for each form of the instrument and for each sample population. Tables 4 - 6 show the reliability coefficients for Forms A, B and C of the Mainstreaming Survey.

TABLE 4

RELIABILITY COEFFICIENTS FOR MAINSTREAMING SURVEY, FORM A*

Group	Alpha Cofficient
Target	
Pre-test	.91
Post-test	.94
Control	
Pre-test	.95
Post-test	.95

The reliability of Form A ranged from .91 to .95 which indicates that it was highly reliable and appropriate for use within the research component of IMPACT.

TABLE 5

RELIABILITY COEFFICIENTS FOR MAINSTREAMING SURVEY, FORM B**

Group	Alpha Coefficient
Target	
Pre-test	.88
Post-test	.94
Control	
Pre-test	.88
Post-test	.92

* Form A - regular education teachers
** Form B - special education teachers

Form B also proved to be a reliable instrument with alpha coefficients ranging from .88 to .94.

TABLE 6

RELIABILITY COEFFICIENTS FOR MAINSTREAMING SURVEY, FORM C*

Group	Alpha Coefficient
Target	
Pre-test	.89
Post-test	.95
Control	
Pre-test	.94
Post-test	.95

Like Forms A and B, Form C of the Mainstreaming Survey had exceptionally high reliability for use in this project.

As with the Needs Assessment, however, the attempts to match pre and post-test responses via a coding of participants' identities was not successful. This, therefore, is a limitation of the instrument in that it diminished the strength of pre versus post-test change.

Statistical Design

The pre and post-test data from the Needs Assessment and Mainstreaming Survey were analyzed by sub-scale, individual schools, target schools as a group, and control schools as a group.

The object of the research and evaluation of Project IMPACT was to determine whether or not there had been change from pre-test to post-test. Assuming that change could be measured via the needs assessment and survey instruments, it was assumed that target schools would show less need and more positive attitudes towards mainstreaming on the post-test measures. In order to statistically validate these hypotheses, descriptive statistics were computed and analyzed. The results of these data analyses are reported in the following section.

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* Form C - support personnel

RESULTS AND INTERPRETATION

OF

NEEDS ASSESSMENT DATA ANALYSIS

Match Check

As mentioned in the instrumentation section of this report, respondents were asked to code their identities so that pre and post-test data could be matched. The instructions for coding were as follows:

Please write the first three digits of your Social Security number followed by the last two digits of your year of birth on the line below. This code will appear on every IMPACT survey distributed over the course of the project. Use of this code insures anonymity yet still permits us to match your responses on a variety of surveys.

Sample Code

S.S. No: 218-60-8250 Year of Birth: 1942

218 - 42

Your Code

____

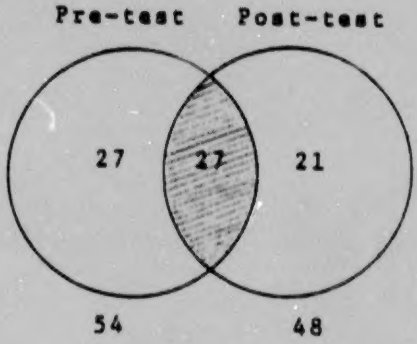
The first step in the analysis of Needs Assessment data, therefore, was to check to determine how many pre and post-test matched responses were available. The results, unfortunately, were rather disappointing, and are reflected in the schematic figures which follow. The number in the shaded intersection area of the two circles represents all the participants who completed both pre and post-test needs assessments, i.e., the pre-test surveys for which there were matched post-test responses. The numbers in the unshaded areas of the circles reflect the numbers of pre-test surveys for which there were no matched post-test responses or the numbers of post-test surveys for which there were no matched pre-tests.

FIGURE 1

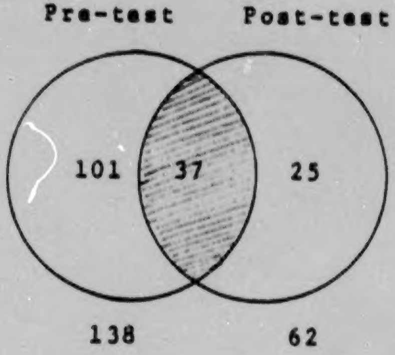
RESULTS OF MATCH CHECK FOR

ALL GROUPS ON NEEDS ASSESSMENT

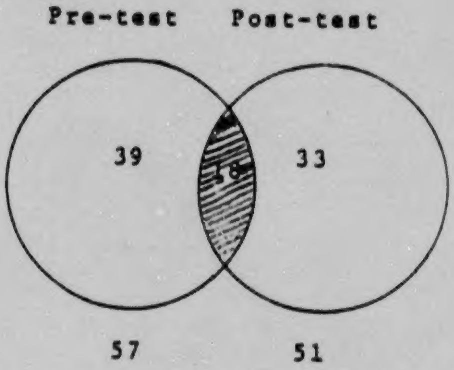
Needs Assessment, Form A


Pre-test
Post-test
27
27
21
54
48

Needs Assessment Form B


Pre-test
Post-test
101
37
25
138
62

Needs Assessment, Form C


Pre-test
Post-test
39
18
33
57
51

As seen in Figure 1, the numbers of matched responses are very low given the numbers of total respondents. This is especially true of Needs Assessment, Form B which was administered to secondary school regular education teachers. Out of 138 who completed pre-test surveys, only 37 of the same individuals completed the post-test.

There are a number of explanations for the poor match check results. It seems that any combination of the following factors could have produced low matching.

1. The number of respondents completing post-test Form B Surveys declined rather dramatically from the pre-test. One hundred and thirty-eight completed pre-test Needs Assessments while only 62 returned post-test. A higher return rate on post-tests would have resulted in a higher probability of matching to pre-tests.
2. Faculty turn-over is the most logical explanation for low matching. While all the schools experienced some changes in faculty or administration, however, the numbers were not sufficient to account for the appearance that virtually half the people who took the pre-test did not take the post-test.
3. It is possible that some respondents did not trust the anonymity of the coding system and gave different or false codes on the post-test which they did not use on the pre-test (or vice versa).
4. Some individuals may have made errors in their social security numbers.
5. Some data were lost (although not very many) through irreconcilable duplications in coding (e.g., the same code in the same school or treatment group).

The low number of matched responses gave rise to a number of research problems. The sample numbers (using only matched responses) were too low to conduct statistical tests of significance. However, to use unmatched responses in significance tests would have weakened the results. It was suggested, therefore, by the project's research and evaluation consultant that only descriptive statistics based upon all responses be analyzed for trends toward declines in mainstreaming needs. This is recognized as a limitation in the data analysis.

Descriptive Statistics

The mean responses and standard deviation were computed for target and control groups on all three forms of the Needs Assessment. Data were also analyzed on a school by school basis.

It should be noted that a rating of 1 on the Needs Assessment meant that the item was not a need, while a rating of 4 indicated a very high need. Consequently, as scores became lower, they reflected decreased need.

Table 4 displays the mean and standard deviation scores for both target and control groups on Form F of the Needs Assessment.

TABLE 4

PRE AND POST-TEST PERFORMANCE

ON NEEDS ASSESSMENT, FORM A*

		Pre-Test		Post-Test	
Group	Subscale	Mean	S.D.	Mean	S.D.
Target	Operational	2.78	.64	2.18	.42
	Curricular				
	Reading	2.61	.49	2.12	.45
	Mathematics	2.68	.53	2.20	.52
	Science	3.11	.48	2.38	.60
	Social Studies	3.04	.43	2.27	.59
	Inservice	2.85	.51	2.07	.42
Control	Operational	2.37	.51	2.59	.53
	Curricular				
	Reading	2.35	.48	2.46	.51
	Mathematics	2.34	.49	2.29	.47
	Science	2.47	.55	2.52	.41
	Social Studies	2.43	.54	2.60	.51
	Inservice	2.48	.37	2.68	.43

* Form A - elementary school, regular education teachers

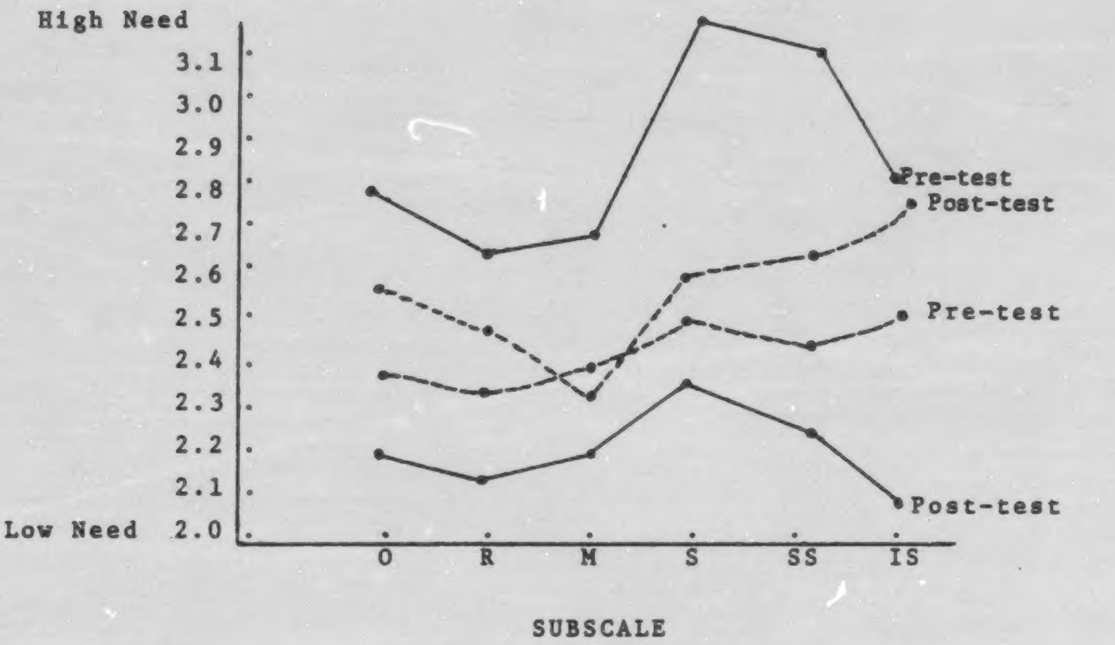
These data show an interesting reversal in perceived needs. The target school began the project with a higher degree of need than the control school. Whereas the target schools' needs declined over the course of the project, the control schools' needs increased. This reversal is depicted rather dramatically in Figure 2.

FIGURE 2

PRE AND POST-TEST PERFORMANCE BY

TARGET AND CONTROL GROUPS ON

NEEDS ASSESSMENT, FORM A



O - Operational needs
R - Reading curriculum needs
M - Mathematics curriculum needs
S - Science curriculum needs
SS - Social studies curriculum needs
IN - Inservice needs

——— Target Schools
----- Control Schools

*Form A - elementary school, regular education teachers

The dramatic decrease in the perceived needs of the target schools can most likely be attributed to the intervention of Project IMPACT. Within target schools, operational, curricular and inservice needs were addressed throughout the 18 months, and, therefore, a decrease in need was expected. In the control schools, however, need actually increased; this may be due to the fact that the numbers of mainstreamed students probably increased throughout the period from pre-test to post-test. As teachers became more aware of the implications of mainstreaming, they began to see more needs in relation to procedures, communication, curriculum and inservice.

The data analysis within the elementary schools (Form A) shows not only that needs will decline when mainstreaming issues are addressed, but may actually rise if attempts are not made to actively deal with mainstreaming concerns. This is not, by any means, a criticism of the control schools. It is possible that mainstreaming was being addressed in areas other than those surveyed on the needs assessment.

Secondary school teachers who responded to Form B of the Needs Assessment did not reflect the dramatic decline in needs as was indicated by elementary school teachers. However, as displayed in Table 5, the mean scores for Form B did decline in target schools. Control schools showed a similar decline.

TABLE 5

PRE AND POST-TEST PERFORMANCE

ON NEEDS ASSESSMENT, FORM B*

		Pre-Test		Post-Test	
School	Subscale	Mean	S.D.	Mean	S.D.
Target	Operational	2.67	.64	2.53	.57
	Curricular	2.50	.72	2.46	.74
	Inservice	2.77	.73	2.39	.52
Control	Operational	2.60	.58	2.29	.58
	Curricular	2.62	.70	2.52	.69
	Inservice	2.75	.63	2.59	.74

*Form B - secondary school, regular education teachers

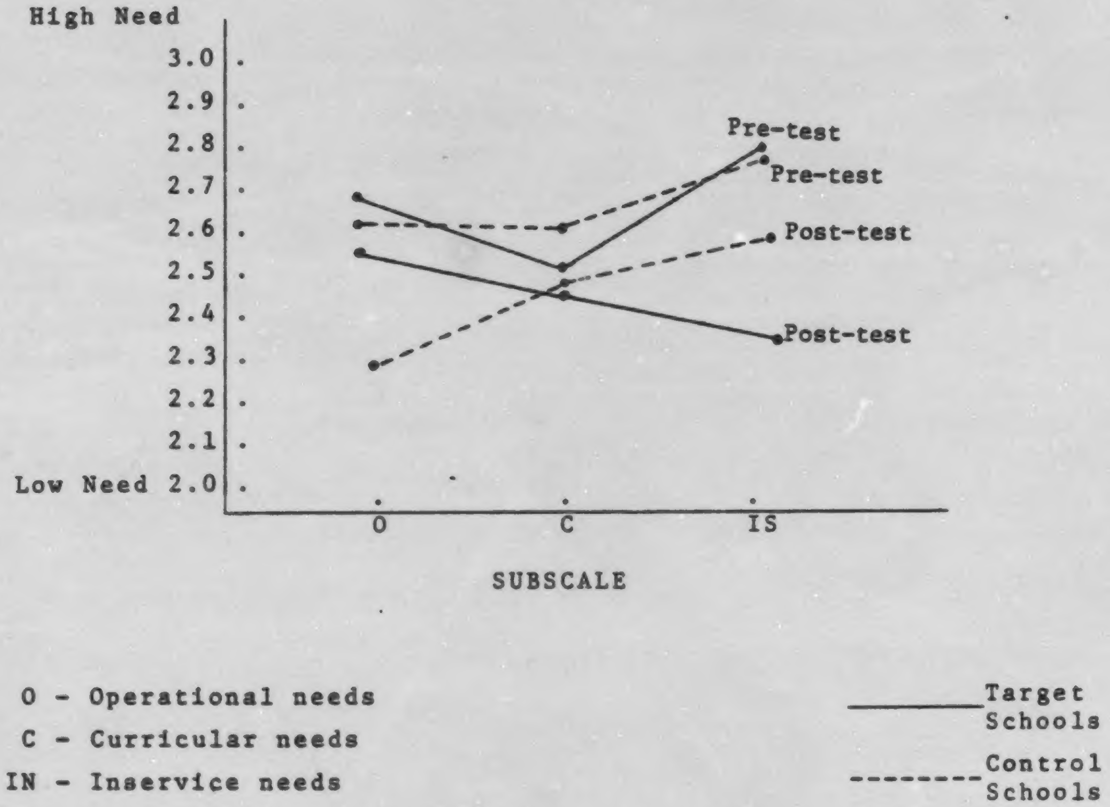
Both target and control schools did show declines in needs related to mainstreaming. Target schools were working on these problems via IMPACT; control schools dealt with mainstreaming tangentially via other activities. For example, one of the target schools and its matched control were working on a district-wide curriculum revision which was to include provisions for mainstreamed students. This was an intervening variable which could have affected both target and control school response on the Curricular Needs subscale.

While both groups showed a decline in needs, Figure 3 shows that for two of the three subscales (curricular needs and inservice needs), the target group still had a lower perceived need on the post-test than controls. This may suggest that IMPACT was a slightly more effective way of dealing with mainstreaming issues than the reliance on tangential gains through other intervening variables.

FIGURE 3

PRE AND POST-TEST PERFORMANCE ON

NEEDS ASSESSMENT, FORM B



Form C of the Needs Assessment was administered to special education teachers (elementary and secondary) and support personnel (special subjects, reading teachers, librarian, etc.). The mean scores and standard deviations for pre and post-test performance are found in Table 6.

TABLE 6

PRE AND POST-TEST PERFORMANCE
ON NEEDS ASSESSMENT, FORM C*

		Pre-Test		Post-Test	
Group	Subscale	Mean	S.D.	Mean	S.D.
Target	Operational	2.59	.53	2.09	.57
	Curricular	2.46	.49	2.28	.59
	Inservice	2.42	.45	2.14	.62
Control	Operational	2.53	.54	2.46	.55
	Curricular	2.51	.77	2.42	.61
	Inservice	2.66	.67	2.52	.64

Target schools indicated a substantial decline in perceived mainstreaming needs. Control schools showed minimal declines. Figure 4 depicts the relationships a little more clearly.

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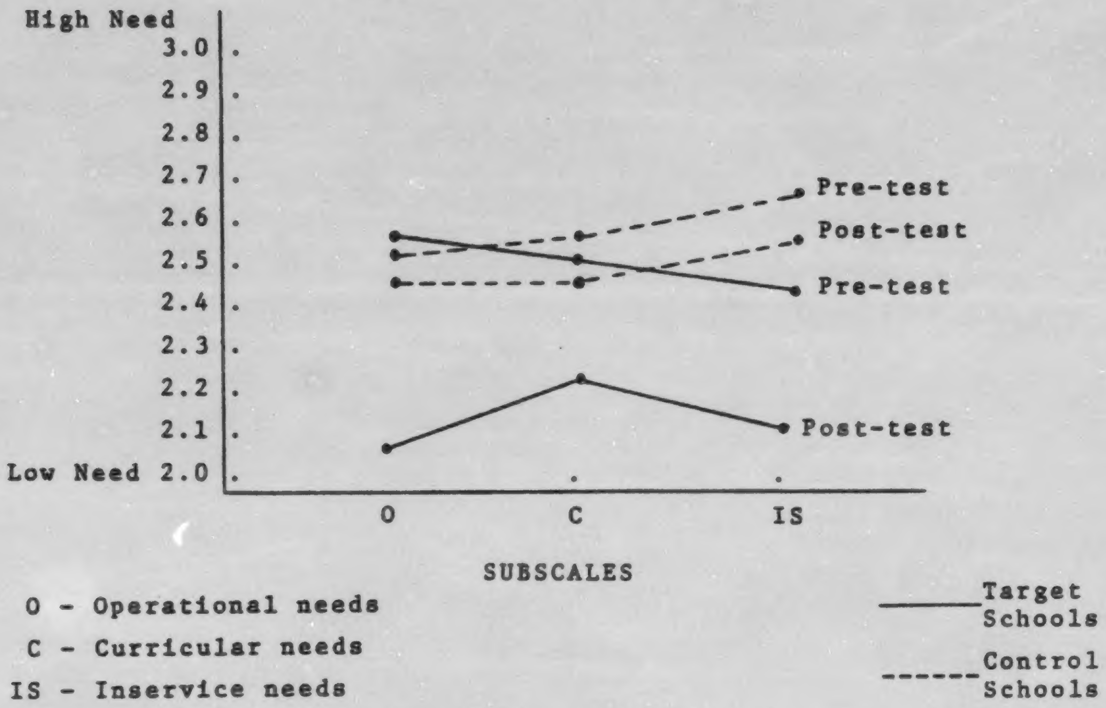
*Special education and support personnal

FIGURE 4

PRE AND POST-TEST PERFORMANCE ON

NEEDS ASSESSMENT, FORM C



It can be seen here that the gains of the IMPACT schools in reducing mainstreaming needs were greater than gains of control schools. This is perhaps due to the fact that target school gains resulted from a direct approach to mainstreaming. IMPACT activities generated much discussion and publicity within the school. Control school gains were most likely the result of a variety of ongoing school activities which may or may not have directly addressed mainstreaming.

A comparison of target versus control schools as groups has indicated the effectiveness of intervention versus non-intervention. That is, what would have happened without Project IMPACT. It is also important, however, to look at each individual school to determine the effects of IMPACT. That is, what happened with IMPACT. Table 7 shows individual target school performance on Form A of the Needs Assessment, and Figure 5 displays the same information in a graph.

TABLE 7

INDIVIDUAL TARGET SCHOOL PERFORMANCE ON NEEDS ASSESSMENT, FORM A*

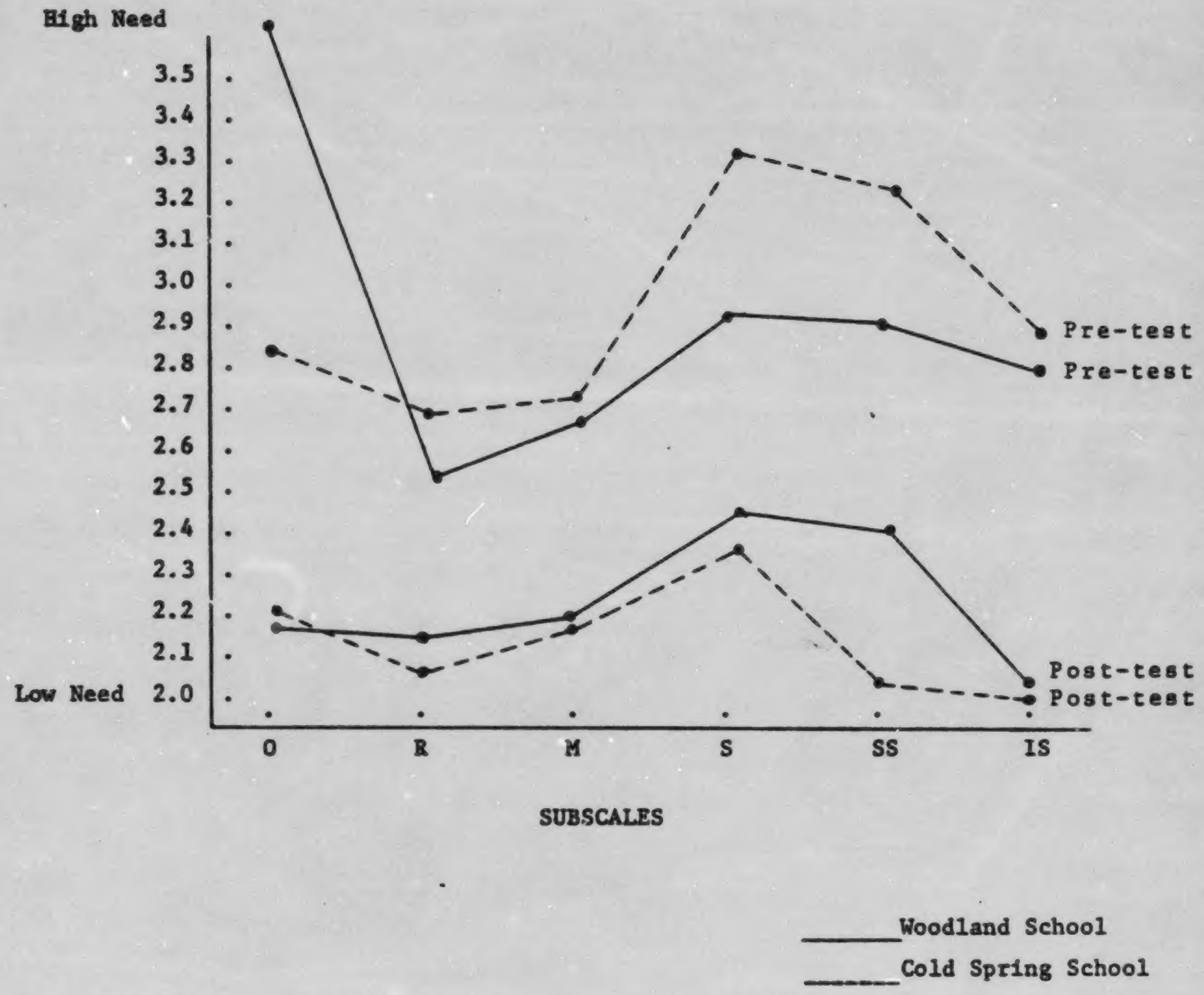
		Pre-Test		Post-Test	
School	Subscale	Mean	S.D.	Mean	S.D.
Woodland	Operational	3.71	.23	2.19	.44
	Curricular				
	Reading	2.54	.37	2.17	.42
	Mathematics	2.67	.51	2.21	.42
	Science	2.91	.32	2.46	.56
	Social Studies	2.91	.32	2.44	.56
	Inservice	2.83	.43	2.04	.34
Cold Spring	Operational	2.85	.88	2.17	.42
	Curricular				
	Reading	2.68	.60	2.07	.52
	Mathematics	2.69	.58	2.19	.66
	Science	3.29	.54	2.29	.67
	Social Studies	3.15	.49	2.06	.60
	Inservice	2.88	.60	2.10	.52

*Form A - elementary school, regular education teachers

FIGURE 5

TARGET SCHOOL PERFORMANCE ON

NEEDS ASSESSMENT, FORM A



The results here are quite apparent. At the end of the 18 month period of Project IMPACT, Woodland and Cold Spring Elementary Schools showed large declines in mainstreaming needs across all subscales. Cold Spring showed slightly greater declines than Woodland in the curricular areas. Curriculum adjustment was seen as an overwhelmingly important need by the Cold Spring MPC. Consequently, they devoted more of their time to this issue than to the others. As seen in Appendix A, Cold Spring analyzed their existing curricula to determine just the essential competency requirements for mainstreamed students. This approach to curriculum adjustment appears to have resulted in a substantial decline in perceived curricular needs on the post-test.

Similarly, Woodland's sharp decline in operational needs is most likely a function of the new mainstreaming procedures and communication alternatives developed by their MPC.

The secondary target schools did not make quite as dramatic declines in need as the elementary schools. Table 8 and Figure 6 show the pre and post-test performance of the Bala Cynwyd and Whitemarsh Junior High Schools.

TABLE 8

INDIVIDUAL TARGET SCHOOL PERMORMANCE

ON NEEDS ASSESSMENT, FORM B*

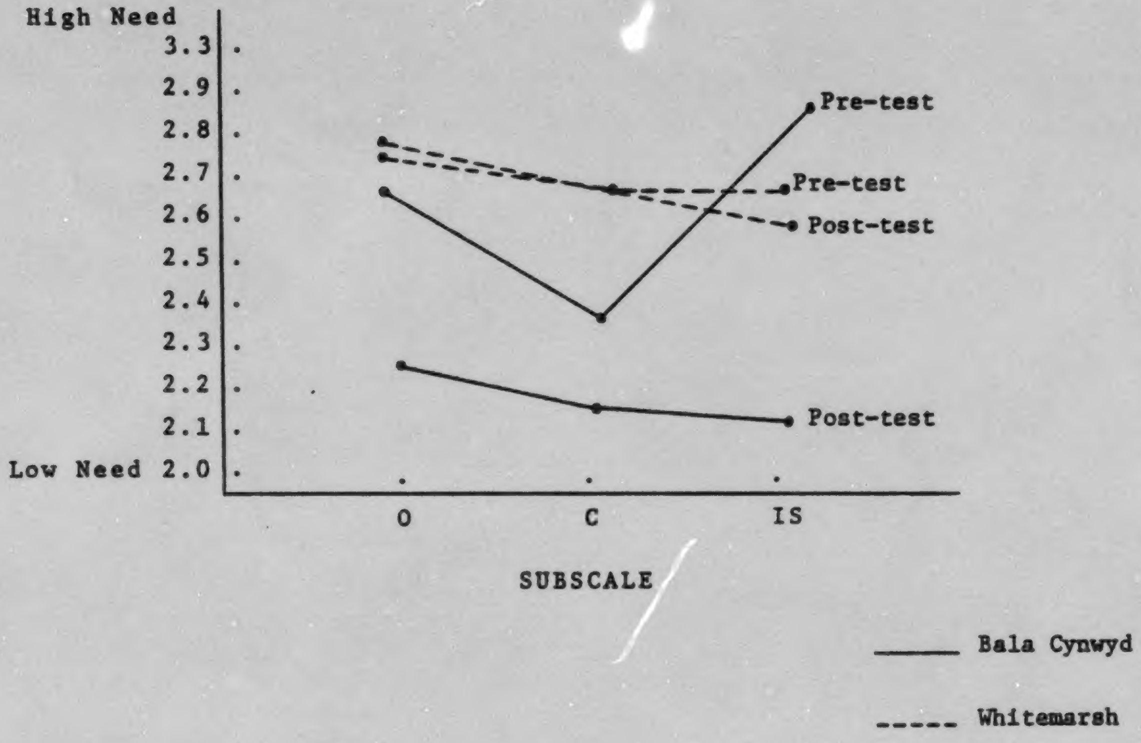
		Pre-Test		Post-Test	
School	Subscale	Mean	S.D.	Mean	S.D.
Bala Cynwyd	Operational	2.64	.63	2.27	.48
	Curricular	2.38	.70	2.19	.53
	Inservice	2.83	.76	2.18	.37
Whitemarsh	Operational	2.71	.65	2.72	.58
	Curricular	2.69	.72	2.69	.83
	Inservice	2.67	.67	2.56	.57

*Form B - secondary school, regular education teachers

FIGURE 6

PRE AND POST-TEST PERFORMANCE

ON NEEDS ASSESSMENT, FORM B



As seen here, Bala Cynwyd showed declines in all three areas of need. This is in keeping with the focus of its MPC. Whitemarsh, however, remained fairly constant in its level of perceived need. It is difficult to isolate the reason for their statistical performance, because the MPC was extremely active in developing mainstreaming procedures and curricular alternatives (see Appendix I). The lack of numerical change in Whitemarsh may be related to the faculty size and diversity of any large junior high school. It is possible that not all teachers have yet had an opportunity to try the mainstreaming procedures. It is also more difficult to communicate and publicize new procedures and ideas within a diverse secondary school faculty than with a smaller, more homogenous elementary school staff.

It is important to note that, despite their school's statistical performance, the MPC at Whitemarsh felt very positive about the outcomes of their work as a committee and believed that mainstreaming was proceeding more smoothly as a result of their input.

Individual school performance on Form C of the Needs Assessment can be seen in Table 9 and Figure 7.

TABLE 9

INDIVIDUAL TARGET SCHOOL PERFORMANCE

ON NEEDS ASSESSMENT, FORM C*

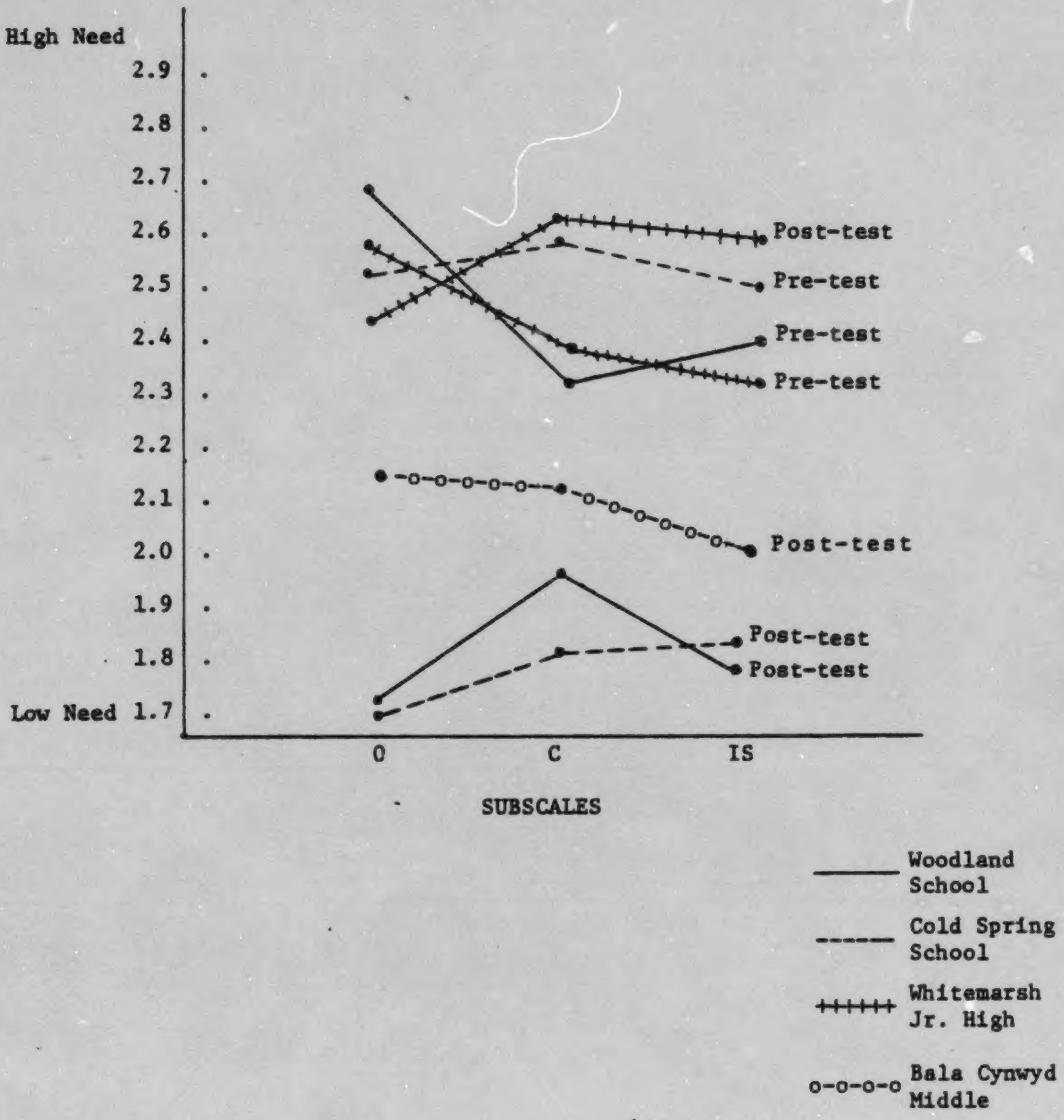
		Pre-Test		Post-Test	
School	Subscale	Mean	S.D.	Mean	S.D.
Woodland	Operational	2.69	.59	1.72	.53
	Curricular	2.31	.44	1.96	.23
	Inservice	2.38	.45	1.77	.24
Cold Spring	Operational	2.54	.63	1.71	.67
	Curricular	2.61	.54	1.83	.94
	Inservice	2.52	.56	1.82	.74
Whitemarsh	Operational	2.58	.41	2.45	.45
	Curricular	2.39	.44	2.66	.63
	Inservice	2.32	.78	2.60	.71
Bala Cynwyd	Operational	NO	RESPONSES	2.13	.42
	Curricular	ON	FORM C	2.11	.29
	Inservice			1.98	.27

*Form C - special education and support personnel

FIGURE 7

PRE AND POST-TEST PERFORMANCE ON

NEEDS ASSESSMENT, FORM C



Among special education and support personnel at Woodland and Cold Spring, perceived mainstreaming needs declined from pre-test to post-test. No one completed the pre-test at Bala Cynwyd, but post-test results show relatively low needs. Whitemarsh, however, indicated an increase in need from pre to post-test.

Again, there appears to be no concrete explanation for the performance of Whitemarsh. This is a situation in which having matched responses would have been most helpful. It would have provided some indication as to whether there was one specific group of persons who felt that their concerns had not been addressed. Since there were only eight matched responses across all target schools to Form C, it is possible that none of the post-test Whitemarsh respondents had even participated in the pre-test. The results on Form C, however, were very encouraging overall.

Conclusions of Needs Assessment Data Analysis

On the basis of the data just presented, the following conclusions can be drawn:

1. Project IMPACT was successful in bringing about reduced mainstreaming needs in target schools.

2. A direct approach to the problems of mainstreaming appears to be more effective in reducing needs than the tangential effects of curricular or inservice activities which are not specifically related to mainstreaming.

3. In contrast to Phase I where curricular issues tended to be avoided by MPCs, the additional structure placed on Phase II MPCs resulted in effective reductions in curricular need.

4. Individual school needs declined in accordance with the amount of time spent and the number of activities conducted in each need area.

RESULTS AND INTERPRETATION OF
MAINSTREAMING SURVEY DATA ANALYSIS

Match Check

As with the Needs Assessment, a match check was performed with the Mainstreaming Survey to determine how many pre-test respondents had also completed the post-test. Since the matching did not prove successful with the Needs Assessment, it was understandable that the results of the matching for the Mainstreaming Survey were equally disappointing.

Figure 8 displays the results of the matching graphically. The shaded intersection of the circles represents the number of individuals who responded to both pre and post-test surveys. The numbers in the unshaded areas of the circles reflect the numbers of pre-test surveys for which there were no matched post-test responses or the numbers of post-test surveys for which there were no matched pre-tests.

As seen in Figure 8, the numbers of matched responses are very low given the numbers of total respondents. This is especially true of Form A which was administered to all regular education teachers. Out of 152 who completed the pre-test, only 71 of the same individuals completed the post-test.

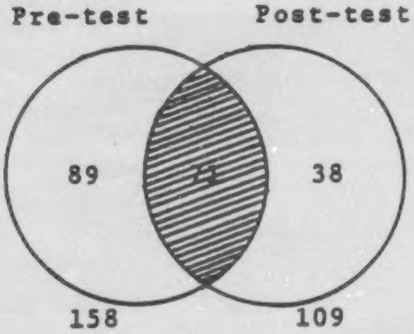
The possible explanations for the low number of matched responses include: fewer respondents on the post-test than on the pre-test; faculty turn-over; incorrect coding; and data lost due to irreconcilable duplications.

As with the Needs Assessment, the low number of matched responses of the Mainstreaming Survey gave rise to a number of research problems. In accordance with data analysis procedures used for the Needs Assessment, only descriptive statistics for the Mainstreaming Survey data were examined for trends toward improvement in mainstreaming attitudes. This is recognized as a limitation of the data analysis.

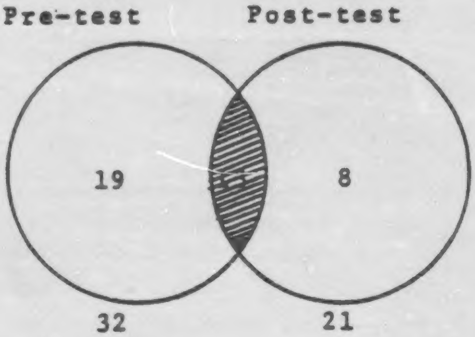
FIGURE 8

RESULTS OF MATCH CHECK FOR
ALL GROUPS ON MAINSTREAMING SURVEY

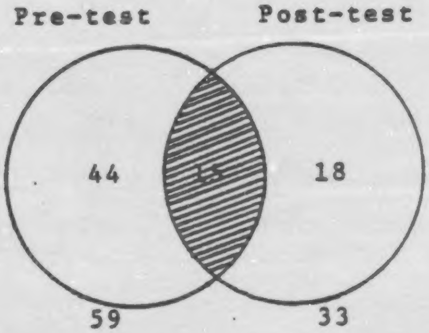
Mainstreaming Survey, Form A


Pre-test
Post-test
89
71
38
158
109

Mainstreaming Survey, Form B


Pre-test
Post-test
19
13
8
32
21

Mainstreaming Survey, Form C


Pre-test
Post-test
44
15
18
59
33

Descriptive Statistics

The mean responses and standard deviation were computed for target and control schools on all three forms of the Mainstreaming Survey. Data were also analyzed on a school by school basis.

It should be noted that a rating of 1 on the Mainstreaming Survey indicated a more positive attitude toward mainstreaming than a rating of 4. Consequently, as scores become lower from pre-test to post-test, they reflect change toward a more positive attitude.

Table 10 displays pre and post-test performance by control and target schools on each item of the survey. Among target schools, there was a decline in score (or improvement in attitude) on all items with changes ranging from .02 to .43.

Control schools performed a little less consistently. There were some increases in scores, indicating less positive attitudes, but the majority of scores became lower reflecting overall improvement in attitude.

TABLE 10

TARGET AND CONTROL GROUP PRE AND POST-TEST PERFORMANCE ON MAINSTREAMING SURVEY, FORM A*

	TARGET				CONTROL			
Item #	Pre-test		Post-test		Pre-test		Post-test	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	1.47	.57	1.53	.56	1.51	.60	1.68	.59
2	1.61	.67	1.63	.71	1.48	.65	1.55	.50
3	2.25	.74	2.09	.76	2.28	.95	2.15	.76
4	2.44	.84	2.07	.74	2.32	.91	2.27	.87
5	2.70	.85	2.46	.95	2.68	.95	2.54	.83
6	2.62	.76	2.41	.92	2.58	.92	2.43	.80
7	2.93	.69	2.59	.83	2.76	.84	2.71	.78
8	2.06	.72	1.96	.73	2.20	.99	2.05	.76
9	1.94	.59	1.83	.57	2.07	.82	1.97	.63
10	2.31	.75	2.15	.84	2.13	.79	2.18	.74
11	2.09	.76	1.91	.66	1.97	.80	2.04	.62
12	2.46	.77	2.33	.77	2.32	.92	2.38	.89
13	3.06	.80	3.02	.66	3.04	.91	3.11	.77
14	3.01	.75	2.93	.66	2.97	.78	2.91	.74
15A	2.21	.81	1.83	.61	2.19	.84	2.07	.79
15B	2.47	.84	2.28	.78	2.69	.88	2.40	.87
15C	2.58	.90	2.49	.91	2.85	.94	2.59	.89
15D	2.08	.72	1.87	.66	2.22	.88	2.05	.72
15E	2.08	.79	1.89	.67	2.28	.90	2.15	.68
15F	2.05	.78	2.02	.72	2.38	.93	2.15	.73
16	1.79	.60	1.67	.65	1.95	.90	1.67	.67
17	1.90	.65	1.88	.70	2.07	.87	1.79	.71
18	1.82	.63	1.67	.47	1.94	.75	1.70	.60
19	2.47	.84	2.14	.84	2.51	.81	2.20	.78
20	2.35	.78	2.16	.89	2.43	.91	2.09	.80

*Form A - Regular education teachers

Table 11 shows the scores for all items combined in Form A. As shown here, both target and control groups showed improvements in their attitudes toward mainstreaming. The gain for target schools was slightly greater for controls, but it is not large enough to attribute all gains to work with IMPACT.

TABLE 11

PERFORMANCE ON MAINSTREAMING SURVEY,

FORM A (TOTAL SCALE)

Group	Mean	S.D.
Target		
Pre-test	2.27	.42
Post-test	2.11	.46
Control		
Pre-test	2.31	.61
Post-test	2.21	.53

It is safe to assume that Project IMPACT did play some role in the improvement of attitudes toward mainstreaming (among regular education teachers) in target schools. The fact, however, that control schools also showed improvement in attitudes indicates the interaction of other factors within both sets of schools.

Time may have been instrumental in improving attitudes, because as teachers gain more experience with mainstreaming (through time), they may become more positive about it.

Training may also have improved attitudes. Mainstreaming has been an important inservice topic throughout Montgomery County, so although control schools did not have IMPACT, they may have had a number of mainstreaming inservice programs via the school district or intermediate unit.

Regardless of the source of attitude change - IMPACT, experience, or training - it is important that there was change in a positive direction. This is especially important if mainstreaming is to be an effective way of dealing with exceptional students.

Form B was administered to special education teachers. Tables 12 and 13 which follow show the performance of target and control schools on Form B for individual items as well as the overall survey.

TABLE 12

TARGET AND CONTROL GROUP PRE AND POST-TEST PERFORMANCE ON MAINSTREAMING SURVEY, FORM B*

	TARGET				CONTROL			
Item #	Pre-test		Post-test		Pre-test		Post-test	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	1.77	.56	1.55	.52	1.50	.76	1.50	.76
2	1.77	.44	1.55	.52	1.50	.76	1.67	.87
3	2.00	.71	1.64	.81	2.00	.96	1.88	.84
4	1.77	.56	1.46	.52	1.50	.76	1.56	.73
5	1.35	.49	1.46	.52	1.50	.76	1.78	1.09
6	1.94	.56	1.82	.60	1.50	.52	2.22	.67
7	2.00	.73	1.75	.75	1.50	.76	1.89	.78
8	2.20	.68	2.36	.67	1.93	.83	2.11	.60
9	1.86	.54	1.67	.50	1.64	.63	1.78	.67
10	1.81	.54	1.67	.71	1.50	.65	1.68	.71
11	2.29	.69	2.17	.58	1.86	.77	2.11	.60
12	2.06	.50	1.73	.47	1.57	.76	1.78	.67
13	2.00	.50	1.50	.52	1.36	.50	1.89	.60
14	2.06	.66	1.58	.52	1.50	.65	1.44	.53
15	2.24	.75	1.82	.75	1.43	.65	1.78	.67
16	2.35	.79	2.13	.84	1.86	.86	2.13	.64
17	2.28	.96	1.73	.79	1.86	.86	2.22	.83
18	1.56	.62	1.25	.45	1.29	.47	1.44	.53
19	1.61	.61	1.33	.65	1.43	.51	1.67	.50
20	1.56	.51	1.25	.45	1.29	.47	1.33	.50

*Form B - special education teachers

TABLE 13

PERFORMANCE ON MAINSTREAMING SURVEY, FORM B

(TOTAL SCALE)

Group	Mean	S.D.
Target		
Pre-test	1.93	.33
Post-test	1.64	.41
Control		
Pre-test	1.61	.40
Post-test	1.81	.42

Target schools showed attitude improvement on all but one item with gains ranging from .16 to .50. Control schools showed some improvement but the predominant trend was toward more negative attitudes as reflected by a move from lower to higher scores. This same trend is seen in the total item scores (Table 13) where target schools had a .29 improvement and controls had a .20 decline.

On the basis of these data, it seems that IMPACT may have had greater effects on the special education teachers than on regular education teachers. On the contrary, in schools that did not have the intervention of Project IMPACT, special education teachers appear to have become less positive in their attitudes.

The reason that special education teachers may appear to have reaped greater benefits from IMPACT than regular educators is related to the size of the response group. Only 21 special educators responded to the post-test as compared to 109 regular educators. Each of those 21, however, had direct expereince with mainstreaming while only those regular educators who happen to have taught mainstreamed students had direct knowledge of the issues. Special education teachers, as a group, therefore, were more directly affected by changes in mainstreaming procedures.

Much of what the Mainstreaming Planning Committees accomplished related to procedures for placement of special education students in the mainstream. As the initiators of this process, the special education teachers had firsthand experience of how much easier the process could be when responsibilities were delineated and opportunities for communication were provided. Consequently, their attitudes towards mainstreaming may have improved.

The converse argument applies to the control schools where attitudes became less positive. Again, the special education teacher was the initiator of mainstreaming procedures, but if the procedures were not well defined, if other faculty members did not understand the concept of mainstreaming or if curricula were inappropriate for the exceptional child's needs, then the process may have become frustrating. Project IMPACT helped schools address procedural, inservice and curricular needs, but control schools did not have this type of intervention. Perhaps special education teachers in control schools were reflecting disappointments and difficulties with the mainstreaming process through their decline in positive attitudes.

The results of the Form B data analysis, therefore, are highly indicative of a correlation between Project IMPACT and increasingly positive attitudes toward mainstreaming among special education teachers.

Form C of the Mainstreaming Survey was completed by special area personnel such as art, music and physical education teachers, librarians and reading specialists. The performance of target and control schools on individual items as well as the overall survey is displayed in Tables 14 and 15.

TABLE 1.4

TARGET AND CONTROL GROUP PRE AND POST-TEST PERFORMANCE ON MAINSTREAMING SURVEY, FORM C*

	TARGET				CONTROL			
Item #	Pre-test		Post-test		Pre-test		Post-test	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	1.70	.52	1.57	.65	1.47	.61	1.31	.48
2	1.80	.56	1.79	.58	1.74	.56	1.38	.50
3	2.36	.67	1.79	.70	2.11	.94	1.82	.64
4	2.49	.64	1.86	.66	2.58	.96	2.06	.75
5	2.85	.75	2.36	.50	2.58	.77	2.38	.89
6	2.50	.68	2.14	.36	2.42	.84	2.35	.86
7	2.85	.62	2.21	.43	2.58	.77	2.60	.74
8	2.18	.50	1.93	.48	2.26	.99	2.18	.88
9	2.20	.46	1.71	.47	2.00	.75	1.94	.66
10	2.38	.54	2.00	.68	2.26	.81	2.13	.89
11	2.18	.51	1.86	.54	2.33	.97	2.00	.76
12	2.68	.62	2.00	.43	2.74	.81	2.44	.81
13	3.03	.66	2.57	.76	2.95	.78	2.56	.63
14	3.13	.72	2.46	.78	2.79	.71	2.63	.72
15A	2.13	.56	1.71	.47	2.05	.85	1.94	.75
15B	2.35	.66	2.08	.64	2.16	.83	2.12	.78
15C	2.83	.75	2.71	.61	2.58	.96	2.35	.99
15D	2.23	.70	2.07	.92	1.84	.83	1.77	.83
15E	2.18	.68	2.07	.92	1.95	1.03	1.94	.75
15F	2.29	.73	2.14	.86	1.90	.94	2.00	.87
16	2.59	.72	2.18	.41	2.33	1.03	2.29	.92
17	2.08	.70	1.79	.89	1.68	.67	1.44	.63
18	2.21	.66	2.00	.71	1.68	.58	1.56	.73
19	2.08	.62	1.77	.60	1.72	.67	1.50	.63
20	2.62	.75	2.08	.64	2.72	.83	2.13	1.02

*Form C - support personnel

TABLE 15

PERFORMANCE ON MAINSTREAMING SURVEY, FORM C

(TOTAL SCALE)

Group	Mean	S.D.
Target		
Pre-test	2.39	.32
Post-test	2.03	.46
Control		
Pre-test	2.21	.57
Post-test	2.03	.52

On all individual items, target schools showed improvement in attitudes toward mainstreaming. Gains ranged from .01 to .54. Control schools showed a similar response pattern with improvements on all items and gains ranging from .01 to .59. When all items were combined, target schools made a .36 gain and controls gained .18. (Table 15).

These results are similar to those for Form A where gains were also made by target and control schools. The gain made by Form C target schools, however, was twice that of control schools.

It is apparent that Project IMPACT was not the sole factor in the improvement of attitudes towards mainstreaming. The variables mentioned previously - IMPACT, experience with mainstreaming, inservice training and attitude of administrators - were most likely interrelated in bringing about attitude changes. The fact that the degree of change was higher in target schools may reflect the increased awareness that IMPACT created regarding mainstreaming issues.

The comparisons of attitude changes within target versus control schools as groups indicates that IMPACT was effective in contributing to positive attitude shifts. It is also interesting, however, to look at each individual school to examine the effects of IMPACT upon attitudes. Tables 16, 17, and 18 display pre and post-test performance by target and control schools in the overall survey.

TABLE 16

INDIVIDUAL SCHOOL PERFORMANCE ON MAINSTREAMING SURVEY, FORM A

(TOTAL SCALE)

	School	Pre-test		Post-test	
		Mean	S.D.	Mean	S.D.
Target	Bala Cynwyd	2.08	.40	2.05	.51
	Woodland	2.22	.42	1.87	.32
	Cold Spring	2.33	.43	2.14	.41
	Whitemarsh	2.45	.39	2.27	.48
Control	Welsh Valley	2.08	.65	2.06	.62
	Eagleville	2.24	.25	2.18	.32
	Round Meadow	2.41	.58	2.15	.41
	Plymouth	2.58	.61	2.53	.55

TABLE 17

INDIVIDUAL SCHOOL PERFORMANCE ON MAINSTREAMING SURVEY, FORM B (TOTAL SCALE)

	School	Pre-test		Post-test	
		Mean	S.D.	Mean	S.D.
Target	Bala Cynwyd	1.97	.33	1.54	.09
	Woodland	1.75	.17	1.39	.22
	Cold Spring	1.89	.40	1.48	.61
	Whitemarsh	2.34	.23	2.18	.20
Control	Welsh Valley	1.48	.35	1.59	0
	Eagleville	1.58	.31	1.59	.43
	Round Meadow	1.61	.40	1.59	.32
	Plymouth	1.69	.56	2.25	.11

TABLE 18

INDIVIDUAL SCHOOL PERFORMANCE
ON MAINSTREAMING SURVEY, FORM C
(TOTAL SCALE)

	School	Pre-test		Post-test	
		Mean	S.D.	Mean	S.D.
Target	Bala Cynwyd	2.45	.32	1.91	.33
	Woodland	2.13	.06	1.96	.08
	Cold Spring	2.25	.04	2.33	0
	Whitemarsh	2.43	.35	2.06	.62
Control	Welsh Valley	2.16	.39	1.93	.45
	Eagleville	2.04	.23	1.75	0
	Round Meadow	1.52	.23	1.94	.52
	Plymouth	2.26	.89	2.23	.65

The individual school data indicate the same patterns as for the schools combined.

Regular education teachers and special area personnel in all control and target schools showed more positive attitudes on the post-test than on the pre-test. Special education teachers in all four target schools and in one of the control groups showed improvement in attitudes toward mainstreaming. In three of the control schools, however, special education teachers showed more negative attitudes on the post-test than on the pre-test.

CONCLUSION

The research and evaluation component of Project IMPACT, Phase II was designed to determine the effectiveness of the cooperative planning model. Pre and post-test data were collected using a needs assessment instrument and an attitude survey, both of which were developed by IMPACT staff and proved to be statistically reliable.

On the basis of the data analysis, the schools which participated in Project IMPACT for eighteen months perceived fewer needs in relation to mainstreaming than the control schools. This reflects the hard work and cooperative efforts of the mainstreaming planning committees in addressing the needs within their schools.

The effects of IMPACT also were reflected in teacher attitudes toward mainstreaming. Teachers in all the IMPACT schools showed improvements in attitude over the duration of the project, but special education teachers - who had more direct experience with mainstreaming than other personnel groups - showed the greatest change in attitude. With new procedures, curricular changes and inservice for teachers, the whole process of mainstreaming appears to have become much more acceptable.

The positive effects of having faculties work cooperatively with parents and administrators to address mainstreaming issues cannot be denied. The question might still be asked, however, as to why a federally funded project was necessary. Why couldn't schools have organized their own committees? Now that the IMPACT model has been validated, it is hoped that schools will pick up on it independently. The Project IMPACT Guide to Mainstreaming Planning Committees is designed to facilitate this.

The major impediment to a school working through the process independently, however, is time and organization. The school principals and district administrators commented repeatedly that without the time (inservice days) and organization (structured format, facilitators, outside resources) provided by IMPACT, the committees could not have accomplished what they did. The committees worked very hard, but IMPACT provided necessary support without which the committees would have been extremely frustrated and less productive.

It is extremely rewarding to have the objective data support the effectiveness of the project. While statistics are important, the real outcomes of the project lie in the accomplishments of the committees.

The case studies which follow in Appendix I are the true data; they describe the actual results of the committees' work.

APPENDIX I

CASE STUDIES OF PROJECT IMPACT TARGET SCHOOLS

(PHASE II)

BALA CYNWYD MIDDLE SCHOOL

Committee Members

Donald Cummings
   Principal (1981-82)
Donald Eckert
   Principal (1980-81)
Harold Wingerd
   Assistant Principal
Judy Van Allen
Shirley Beatty
Rosalie Breslin
Amy Ervin

Betty Barrack
Sally Nelson
William Dolton
Pauline Foster
Jane Cubberley
Jane Muir
Kenneth Trotter
Scott Leggett
Dennis Dool

BALA CYNWYD MIDDLE SCHOOL

Demographic Data

Bala Cynwyd Middle School is a suburban middle school with a total enrollment of 891. At the time of the study, there were 51 learning disabled, 14 educable mentally retarded, 1 hearing impaired and 25 emotionally disturbed students. Eighty-seven of these students were mainstreamed for art, physical education, industrial arts, and home economics. Sixty-two were mainstreamed for music, 25 for typing and 26 for health. In addition, a number of students were mainstreamed for general academic subjects.

This report describes the 1980-1981 activities of the Project IMPACT committee at Bala Cynwyd.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education, special education and special area teachers were asked to complete a needs assessment. The results of the needs assessment were summarized as follows:

Four items from the Project IMPACT Needs Assessment appeared to be necessary considerations at Bala Cynwyd. In the area of operational needs, the following items were of high priority:

a. procedures for grading a mainstreamed student
b. opportunities for communication between regular and special education teachers.

No items in the area of curricular needs were rated as high priority. In the area of inservice/training, the following items appeared to be needed:

a. formal opportunities for teachers to discuss mainstreaming issues
b. active sharing of techniques for accommodating mainstreamed students.

A complete tally of responses is found on pages 60 - 64.

Through a discussion of each area of need, the committee decided to develop procedures for placing a child in the mainstream, thereby addressing the issue of communication between regular and special education personnel.

Committee Decisions and Activities

The committee spent a great deal of time generating a comprehensive set of mainstreaming procedures. These procedures were finalized in September, 1981.

The committee compiled an extensive listing of accommodative strategies for mainstreamed students. The list was distributed to all faculty members and is reproduced here.

****

SUGGESTIONS FOR HELPING LEARNING DISABLED STUDENTS IN THE REGULAR CLASSROOM

1. Let the learning disabled student know you are interested in him/her and willing to help them. They are unsure of themselves and concerned about your reactions.

2. Set standards for work in concrete terms that can be understood. Know that error-free work might be beyond student's grasp. Help the student work on one area of improvement at a time.

3. You may want to seat the learning disabled student close to you, for example, in the front row, so that they can see and hear you clearly. Your proximity may lessen distractability as well. In addition, you will be able to observe better to know when student is inattentive and not understanding your directions or the materials you are teaching.

4. Give individual attention as frequently as possible. Let the student know that they may ask questions about work they do not understand.

5. Make sure the student understands assignments. Students often won't. Break down the lesson into its parts and check, step by step, the understanding of it.

6. Because of problems with distractability, memory and comprehension, new information must be given more than once. Often they won't "get" information the first time around and even when they "get" it, it may be forgotten until it has been repeated several times. If they can tell it to you, they probably understand it and will retain most of it.

7. Mastering a new skill may need more practice than with the usual student.

8. Because of conceptual problems, student will need help in relating new concepts to past experiences.

9. Give them time to organize their thoughts, to complete work and to answer questions orally. If the time pressure is off, they will be less anxious and better able to let you know what they know.

10. If there is reading disability, a need to have someone read part of the material to them, be certified for talking books, and to take tests orally is necessary. When they read for information, they will have to read books that are at their reading level. Remember, they have a disability just as real as the blind child who is not expected to receive information from the usual printed page.

11. Consider testing on knowledge, without the mechanical handicaps of poor reading, writing, spelling and organizational ability. They could be tested orally or dictate answers to a tape recorder or to a volunteer.

12. If the student has a language disability, oral and/or written, be more concerned about what they are expressing than the way they are expressing it. In grading papers, you might consider grading for content and then grading separately for spelling, grammar, sentence order and other language components.

13. Because of distractability and perceptual, conceptual and other disabilities, it will take longer to complete homework assignments than the rest of the class. Because time is needed to develop social skills and to relax, perhaps a lighter homework load is in order.

14. Try to put positive comments on papers as well as correcting ones when improvement is needed. The learning disabled student, because of past failures, has a great need for positive recognition (when warranted).

15. Be aware of the need to build self-esteem. Give opportunities to make contributions within the class.

16. Consider grading student on own effort and progress rather than rating with others in the class. Feelings of success often lead to success; failure breeds failure.

17. Allow students to learn any way they can, using any tools available; fact tables, matrix charts, small calculators, tape recorders. These tools to learning are just as important as hearing aids and eye glasses.

18. When student can't use dictionary for assignment, allow him/her to underline words they are not sure how to spell - student recognized their errors and you grade accordingly.

19. All written work be performed on line paper - dittos, test, etc.

20. PRINT all written work clearly or type.

21. Speak directly to the student.

22. Write on blackboard and talk at different times.

23. Write in outline form when using the board.

24. Make expectations clear - clear definitions.

25. Make oral directions one step at a time and write on board.

26. Give small and short writing assignments.

27. Testing - Please print or type.
    - a. Have test be taken one page at a time.
    - b. Give test in Guided Learning Resource Room.
    - c. Give extra time for tests.
    - d. Give re-tests.
    - e. Give alternative tests.
    - f. Give multiple choice or fill-in tests.

28. Student should have a homework assignment book or sheet.

29. Expectations must be realistic for each child.
    - a. Scrambled words may be confusing.
    - b. Too much prose on paper.
    - c. Print large enough
    - d. Project voice - clear, consice.
    - e. Dark ditto print

30. Present challenges whenever appropriate.

31. Give new vocabulary in context.

32. Double space all typing.

33. Proceed from dependence (developing trust) to independence; reliance on self and trust of others.

34. Provide "significant other" (usually an adult) for the child to learn to trust.

35. For the withdrawn child, start with onlooking, participating with "significant other", imitate group and simple activities, larger group and finally other.

36. For the impulsive and hyperactive - start with SIMPLE CLEAR CHOICES and move to a variety of choices. Break down amount of directions given at once.

37. Give five (5) minute warning before change of activity, and of class, or test time. Set limits in advance to length of report or composition.

38. Try programmed materials; break tasks into small component parts.

39. Teach importance of outlines, carefully kept notebooks, lining up columns of figures carefully. (In math - use graph paper for multiplication, division, etc.)

40. Drill on what comes first, next, last.

41. Help devise crutches, menonic devices.

42. Try visual, auditory approaches.

43. Give some open book tests.

44. Use study carrel or other means of protecting student from distracting sights and sounds.

45. Have him/her sit close to the teacher.

46. Have him/her complete one task, put materials away before starting next task.

47. Permit him/her to use card or frame to focus attention on single line, problem.

48. Help him/her listen by pointing out the main ideas, illustrations, examples, etc.

49. Help student plan specific steps in order.

50. Give a variety of tasks - of short duration. (Ex. - math, do one line of work or a few exercises and then check them.)

51. Make liberal use of specific illustrations and examples, and help him/her to devise their own.

52. Point out similarities and teach him/her to group things in different ways. Where possible, use concrete materials.

53. Break complicated jobs into small, carefully arranged sequences, going from easy to more difficult.

54. Try to anticipate where the limits of frustration will be reached and change activity or offer help beforehand.

55. Plan assignments and tasks at which he/she can succeed,

56. Make liberal use of deserved praise. Remember, "Nothing succeeds like success."

57. Do try to decipher the writing. It was harder for him/her to write it than for you to read it. Encourage typing, printing, or writing very big if that helps solve practical problems.

58. Allow student ample time to copy material from the board; allow extra time for tests, grade on work completed, or give test orally.

59. Point in addition to saying. "Start at the upper lefthand side of the paper."

60. Help the child work out helpful devices (e.g., turning map upside down to follow road going south).

PRINCIPLES OF REINFORCEMENT

1. Take advantage of natural drives for activity and curiosity.

2. If a pupil has had no previous success in a subject or grade, the teacher must provide him/her with experiences in which he/she will be successful.

3. Pupils should be told or should consider what to look for before reading an assignment or before viewing a film or television program.

4. Teachers should help pupils interpret new materials, vocabulary, or concepts.

5. Teachers should help pupils to notice places where errors are commonly made.

6. Children should be allowed to learn at their own rates.

7. Several short practices or drill activites are better than one massive drill.

8. Activities which involve reasonable competition enhance learning.

9. Behaviors which are reinforced are more likely to occur.

10. Reinforcement should follow the response closely.

11. People avoid punishment or failure.

12. People avoid punishment or failure.

13. Teach for transfer. Show child the values and applications of what he/she is learning.

14. Relate new learning to old.

****

As part of a school inservice day, the Project IMPACT committee presented an overview of mainstreaming concerns. Through a film and role-play, faculty received information regarding the characteristics of handicapped students. A staff member from the Regional Resource Center presented information regarding materials and resources that are available for teachers of mainstreamed students. A full agenda of the inservice program is found on the following page.

BALA CYNWYD MIDDLE SCHOOL

INSERVICE AGENDA

Thursday, January 15, 1981

8:00 - 8:15 GENERAL STAFF MEETING - LIBRARY

1. Reporting Teacher Absence - Mr. Eckert
2. Transparencies - Mr. Eckert
3. Commendation Notices - Mr. Eckert
4. Parent Communications - Mr. Eckert
5. Cleaning Erasers - Mr. Eckert
6. Science Committee Report - Mr. Barger

8:20 - 11:00 PROJECT IMPACT

1. Introduction - Mr. Eckert
2. How Present System Works - Dr. Wingert
   - Mr. Leggett
   - Mrs. Nelson
   - Mr. Dolton
3. Role Playing/Film - Mr. Trotter
4. P.R.I.Z.E. Presentation - Mr. Phil Juska
5. Department Meetings
6. Team Meetings

Consult handout for time and place

11:15 - 12:00 DEPARTMENT MEETINGS - Develop Planned Course Descriptions

1. Introduction - Library - Mr. Eckert

1:00 - 3:00 DEPARTMENT MEETINGS

BALA CYNWYD MIDDLE SCHOOL

PROCEDURES FOR MAINSTREAMING*

I. Pre-mainstreaming Evaluation

A. Special education teacher will:

1. Evaluate student's academic skills
   a. Reading - administer IRI
   b. Math - administer placement test
   c. Other academic areas - recommendation through informal assessment
2. Evaluate student's social skills (listening skills, work habits, group interaction, etc.)
3. Make decision whether placement is feasible
4. Fill out Student Profile Sheet

II. Pre-placement Communication

A. Special education teacher will:

1. Communicate with regular education teachers concerning:
   a. Scheduling
   b. Teaching techniques of regular education teacher
   c. Class or group characteristics
   d. Special education student (Student Profile Sheet)
   e. Purpose for mainstreaming
2. Communicate with principal concerning:
   a. Scheduling
   b. Teaching styles of individual classroom teachers
   c. Characteristics of special education student
   d. Purpose for mainstreaming
3. Communicate with reading specialist when applicable
4. Participate in decision for placement and provide Student Profile Sheet to regular education teacher
5. Notify parents concerning placement
6. Prepare the child for academic and behavioral expectations in the regular classroom
7. Introduce mainstreamed student to regular education teacher and classroom

*Support staff (art, music, library, phys. ed.) will be notified by principal regarding assignment of special education students to classes.

B. Regular education teacher will:

1. Meet with special education teacher to discuss the academic demands that the mainstreamed student will encounter in the regular education classroom.
2. Discuss scheduling, teaching techniques, class/group characteristics, and curriculum content with special education teacher.
3. Communicate concerns with principal, if necessary.
4. Participate in decision for placement.
5. Prepare his/her students for the inclusion of the new mainstreamed student.
6. Requisition any needed materials for mainstreamed student and provide the required materials to the special education teacher.

C. Reading specialist will:

1. Confer with special education teacher regarding results of IRI to determine proper placement, when applicable.
2. Confer with special education teacher concerning characteristics of the various reading groups.
3. Provide to regular education teacher those reading materials that are most appropriate to the needs of the special education student.

D. Principal will:

1. Meet with special education teacher to discuss scheduling, teaching styles of regular education staff, characteristics of special education student and purpose for mainstreaming.
2. Resolve any problems that may arise.
3. Participate in decision for placement.

E. Guidance counselor will be available to confer with parties involved concerning the placement of the mainstreamed child.

F. Parents will participate in decision for placement of mainstreamed student.

III. Ongoing Responsibilities Following Placement

A. Special education teacher will:

1. Meet with regular education teacher periodically, at least monthly, to discuss student's progress.
2. Communicate with parents concerning student's progress in the regular education classroom.

3. Meet with the mainstreamed student to assess his/her feelings about the events in the regular classroom.
4. Be available to all school personnel to help develop effective strategies for dealing with the behavioral academic needs of the mainstreamed student.
5. Alert appropriate school personnel concerning any recent events which may affect child's performance or behavior.
6. Meet with regular education teacher to discuss method of reporting/recording pupil progress to parents.
7. Maintain the Record of Mainstreaming Activities for individual child.
8. Meet at the end of the year with the regular education teacher to discuss the student's annual progress and give recommendations for the following year.

B. Regular education teacher and support personnel (art, music, physical education, library) will:

1. Meet with special education teacher periodically, at least monthly, to discuss student's progress.
2. Be available for conference with special education teacher and/or parents concerning the mainstreamed child.
3. Meet with mainstreamed student to assess his/her feelings about the events in the regular classroom.
4. Help develop and implement effective strategies for dealing with mainstreamed student.
5. Meet with special education teacher to discuss method of reporting/recording pupil progress to parents.
6. Immediately bring problems and outstanding achievements to the attention of the special education teacher.
7. Meet at the end of the year with the special education teacher to discuss the student's annual progress and the best possible situation for the following year.
8. Confer with principal concerning unresolved problems, if necessary.
9. Notify reading specialist of any changes in the reading program of the mainstreamed student.

C. Reading specialist will be available for conference with any school personnel concerning the ongoing program of the mainstreamed child.

D. Principal will be available to address unresolved problems.

E. Guidance counselor will be available to parties involved to discuss ongoing program of mainstreamed students.

F. Parents will:

1. Promptly notify special education teacher (if I.U. class, social worker) of any concerns and problems involved with student's program.
2. Notify special education teacher of any recent events which may affect child's performance/behavior.
3. Provide academic and emotional support to child.
4. Be available for conference.
5. Discuss student's feelings concerning events in the regular classroom.

IV. Procedures for Withdrawing Mainstreamed Student

A. Withdrawal procedures may be initiated by either regular education teacher, special education teacher, or support personnel when mainstreaming has been ineffective and various strategies to make it effective have failed.

B. A conference will be held with school personnel to document reasons for withdrawal. Such documentation may include:

1. Samples of classwork.
2. Anecdotal records.
3. Teacher observation.

C. A decision will be made by the special education teacher and regular education teacher. If a problem arises, the principal will intervene. (I.U. classes will involve Mental Health Team.)

D. After decision has been made to withdraw student, the special education teacher will notify parents, student, and principal.

E. The special education teacher will set up a conference if requested.

Needs Assessment Tally

Bala Cynwyd Middle School

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550

Dear Project IMPACT Committee Member:

Attached please find tallied data for the needs Assessment completed by your faculty. Form A or B was completed by all regular education teachers, Form C was completed by special education teachers, counselors, librarians, administrators and other support personnel. The total numbers of people responding to the Needs Assessment are as follows:

Bala Cynwyd

Form B - 58
Form C - 7
65

Cold Spring

Form A - 14
Form C - 12
26

Whitemarsh

Form B - 24
Form C - 9
33

Woodland

Form A - 19
Form C - 8
27

In order to facilitate your interpretation of the Needs Assessment results, data have been tallied and recorded as percentages of the total number of respondents. Percentage figures for "Strongly Agree" and "Agree" have been combined and boxed ▭ to represent the total numbers of people agreeing. Percentage figures for "Strongly Disagree" and "Disagree" have also been combined.

Asterisks (*) identify statements with which 50% or more of those surveyed disagreed. These items should be viewed by the committee as high priority needs.

We hope that the results of this Needs Assessment will be meaningful to you as a committee in planning mainstreaming activities.

II OPERATIONAL NEEDS

Total number of respondents: 65

Directions: Consider each of the following statements in relation to your school's mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree		Agree	Disagree		Strongly Disagree	NR
1. Procedures for placing a special education student into a regular classroom for mainstreaming are clearly defined.	8%	42%	34%	28%	48%	20%	11%
*2. Procedures for grading a special education student's performance in the mainstream are clearly defined.	3%	18%	15%	46%	72%	26%	9%
3. Procedures for changing a mainstreamed student's program, if difficulties arise, are clearly defined.	11%	43%	32%	31%	46%	15%	11%
4. It is easy to obtain records of a special education student's past and present mainstreaming program.	14%	63%	49%	18%	26%	8%	11%
5. Regular and special education teachers' responsibilities are clearly defined in regard to communicating with the parents of a mainstreamed student.	6%	44%	38%	34%	45%	11%	11%
*6. There are ample opportunities for the special education teacher and the regular education teacher to communicate about mainstreamed students.	6%	35%	29%	40%	52%	12%	12%

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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III. CURRICULAR NEEDS

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider your school's regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. The regular education curriculum used in this school provides alternative assignments for mainstreamed students with special needs.	14%	37%	26%	14%	9%
	$\boxed{51\%}$		$\boxed{40\%}$		
2. The regular education curriculum used in this school provides alternative methods for measuring progress of mainstreamed students with special needs.	12%	38%	31%	8%	11%
	$\boxed{50\%}$		$\boxed{39\%}$		
3. The regular education curriculum used in this school provides alternative methods for presenting information to mainstreamed students with special needs.	6%	45%	28%	11%	12%
	$\boxed{51\%}$		$\boxed{39\%}$		
4. The regular education curriculum used in this school provides structure for mainstreamed students with organizational difficulties.	11%	43%	23%	11%	11%
	$\boxed{54\%}$		$\boxed{34\%}$		
5. The regular education curriculum used in this school provides for meeting the needs of students who are achieving at grade level, below grade level, and above grade level.	28%	38%	17%	6%	11%
	$\boxed{66\%}$		$\boxed{23\%}$		
*6. The regular education curriculum used in this school provides suggestions for supplemental materials to be used with mainstreamed students with special needs.	3%	35%	31%	20%	11%
	$\boxed{38\%}$		$\boxed{51\%}$		

7. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*1. Teachers in this building have had formal opportunities to discuss their mainstreaming needs.	2%	26%	25%	35%	12%
	28%		60%		
*2. Teachers in this building have actively shared their ideas about effective techniques for working with mainstreamed students.	3%	25%	29%	29%	14%
	28%		58%		
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	6%	40%	28%	11%	18%
	46%		39%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school HAS provided inservice training on topics related to mainstreaming, please complete items 4 and 5. If your school has NOT been able to provide inservice training on topics related to mainstreaming, please skip to item 6.

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer direct input in planning workshop(s) on topic(s) related to mainstreaming.				

Forty-four out of sixty-five (68%) people did not respond to items 4 and 5. This should be considered as indicative of a need for inservice training. Items 5 a-g should be discussed as topics for training.

5. This school's inservice training on topics related to mainstreaming:

   a. has helped staff members to gain a better understanding of the needs of handicapped students.

   b. has helped teachers to more effectively manage the behavior of students with special needs.

   c. has provided useful suggestions for adapting the regular education curriculum for mainstreamed students.

   d. has provided useful suggestions for improving channels of communication between special education teachers and regular education teachers in this building.

   e. has helped staff members to better understand this school's mainstreaming policies.

   f. has provided information about local resource services, which can assist teachers in working with mainstreamed students.

   g. has provided information about local educators, who can offer suggestions for working with mainstreamed students.

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.________________________

____

____

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BALA CYNWYD MIDDLE SCHOOL

SUMMARY OF COMMENTS ON THE NEEDS ASSESSMENT

Operations

- The building doesn't seem geared to physically handicapped.
- A system of reporting the special education child's needs is lacking.
- A class into which some special education students are placed should be made smaller.
- Better selection of materials.
- Do not agree with mainstreaming
- More time to communicate with special education teacher
- Smaller groups
- More cooperation between regular and special education teachers
- Need meetings to clarify mainsteaming procedures

Curriculum

- Inservice help for teachers of mainstreamed students
- Need greater variety of curriculum which is applicable to this type of student in all areas
- In English, variety can be provided for in separate reading lists, separate spelling/vocabulary tests, etc.
- It is necessary to have special equipment to teach typing to mainstreamed students
- Materials appropriate for students below grade level and/or learning disabled
- Individual or programmed learning
- Discussions of grading and curricular needs

Inservice

- Special education teachers have worked closely with regular education teachers to help them
- Information that would help the staff understand the special needs of handicapped students
- Would like to share ideas with other English teachers about mainstreaming
- Inservice has been at such an elementary level that it has been useless

Bala Cynwyd Middle School

Summary of Comments on the Needs Assessment

Inservice (continued)

- How to reach these students with materials and approaches best suited to individual abilities
- Psychological needs, abilities, characteristics of mainstreamed students
- We need any type of information possible. We have had no training in the past.
- We do not even know who is in special education for physical education classes
- Items 3 a-g seem to be a good list of needs
- We need to be made more aware of mainstreaming procedures

COLD SPRING ELEMENTARY SCHOOL

Committee Members

James Stephenson
   Principal
Sandi Herbst
Ardis Brookshire
Maria Mallon
Dorathy Magaziner
Jane Tucker
Eileen Lipski

Henrietta Dotterer
Sue Ritinski
Joseph Waters
Lois Hamilton
James Kilmer
Rosemarie Novack
Edith Spitzer

COLD SPRING ELEMENTARY SCHOOL

Demographic Data

Cold Spring Elementary School is a suburban elementary school with a total enrollment of 604. At the time of the study, there were 28 learning disabled and 18 emotionally disturbed students. Three students were mainstreamed for art and physical education. Two were mainstreamed for music, and two for general academic subjects. This report describes the 1980-1982 activities of the Project IMPACT committee at Cold Spring.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education and special area teachers were asked to complete a needs assessment. The results of the needs assessment were summarized as follows:

Eight items from the Project IMPACT Needs Assessment appeared to be necessary considerations at Cold Spring. In the area of operational needs, the following items were of high priority:

a. procedures for grading students in the mainstream
b. procedures for changing a mainstreamed student's program
c. regular and special education teachers' responsibilities for parent communication
d. opportunities for teachers to communicate.

In the area of curricular needs, the following items were high in priority:

a. need for alternative assignments within regular curriculum for mainstreamed students
b. need for alternative methods for measuring progress.

In the area of inservice/training needs, there was a need for teachers to actively share ideas about effective mainstreaming techniques. Opportunities for parent training were also desired.

A complete tally of responses is found on pages 94 - 101.

The mainstreaming committee discussed each of the areas of need at the Project IMPACT workshops. Through a process of discussion and prioritizing, it was decided that their objectives would focus on procedural and curricular needs.

Committee Decisions and Activities

In the area of operational concerns, the committee accomplished the following:

a. developed guidelines to facilitate communication.
b. established guidelines for placement decisions.
c. clarified responsibilities in the mainstreaming process.
d. established policy for the preparation of students.
e. established guidelines for measuring the progress of mainstreamed students.

The procedures and guidelines are reproduced on the following pages.

COLD SPRING

PROCEDURES FOR MAINSTREAMING

I. Guidelines to facilitate Communication:

1. Special education teachers and support personnel will be available to discuss concerns and/or placement decisions on Thursday at 8:15 AM in the Conference Room.

2. The special education teacher will initiate the placement procedures by completing Form A and by inviting prospective grade-level teachers to AM meeting.

3. Teacher of regular class will use Form B (Progress Report) to inform special education (sending) teacher of + and - progress as needed.

4. Special education teacher will inform principal and parents of content of Form B as needed.

5. All communication to parents of mainstreamed students should go through the special education teacher.

II. Guidelines for Placement and Withdrawal Decisions:

A. Criteria and Procedures for Placement:

1. Placement procedures may be initiated by any of the following:
    - special education teacher
    - regular education teacher
    - special area teacher
    - parents
    - counselor
    - psychologist
    - child.

2. Special education teacher assesses student's progress and readiness for mainstreaming through formal (i.e., IRI, Math placement test, etc.) and informal (anecdotal records, samples of classroom work) evaluative tools.

3. The special education teacher completes Form A in preparation for the meeting with regular education teachers. The special education teacher will obtain information about the regular education classroom, curriculum and requirements, and will observe the regular education classroom whenever possible or necessary.

4. Special education teacher and regular education teacher meet to evaluate the mainstreamed student's academic, behavioral and social capabilities in terms of the demands of the regular education classroom (i.e., class size, class composition, teacher methods, structure of classroom).

5. Special education teacher contacts principal to inform him of mainstreaming possibility for a specific student.

6. Special education teacher contacts parents to discuss the possibility of mainstreaming.

7. Special education teacher coordinates specific text(s) and curricula of both regular education and special education.

8. Special education teacher introduces the special education child to the regular education teacher.

9. Special education teacher completes all required record-keeping (i.e., informing Director of Special Education, updating IEP, etc.).

B. Criteria and Procedures for Withdrawal:

1. When mainstreaming has been ineffective and various strategies to make it effective have failed, the following people may initiate withdrawal procedures:

   - special education teacher
   - regular education teacher
   - special area teachers
   - parents
   - counselor
   - psychologist
   - child.

   A conference will be held with school personnel to document reasons for withdrawal. Such documentation may include:

   - samples of classwork
   - anecdotal records
   - teacher observation
   - Form B
   - report card.

3. A decision will be made by the special education teacher, regular education teacher, principal and parents. If a problem arises, the principal will contact the Director of Special Education.

4. After decision has been made to withdraw the student from the regular education class, the special education teacher and the regular education teacher will discuss the present situation and future options or alternatives with the student.

5. The special education teacher will notify the Director of Special Education and the parents of the change in mainstreaming and the date the change will occur.

6. The special education teacher will complete necessary record-keeping procedures and change the IEP.

III. A. Policy for Preparing Students for Mainstreaming (both regular education and special education students):

1. Coordinate texts.

2. Review expectations (academic and behavioral) with the student.

3. Discuss the possibility of mainstreaming with the child and discuss the consequences of inappropriate behavior

4. Introduce the student to the regular education teacher.

5. Keep daily informal contact with the child.

B. Preparing Regular Education Students for Mainstreamed Student

1. Utilize filmstrips and available reference materials for "inservicing" students (develop awareness, sensitivity, understanding, etc.). Encourage understanding and acceptance of all students

2. Encourage acceptance of child as a class member. Don't use placement in a special education classroom as a threat to regular education child. Don't point out the special education child as being different but instread stress similarities.

3. Teacher should be prepared to answer questions about disabilities.

IV. Guidelines for Measuring Progress:

1. Regular education teacher should measure the skills for which the student is being mainstreamed (i.e., math computation, not word problem, reading).

2. Implement adaptations that may be necessary (written vs. oral, reports vs. projects, optional projects).

3. Special education student receives same report card as regular education students with an asterisk (*) next to mainstreamed subjects.

4. Regular education teacher uses grade level form at report time and shares with special education teacher.

5. Special education teacher will be responsible for all communications with parents.

FORM A - STUDENT LEARNING STYLES AND CHARACTERISTICS

STUDENT'S NAME: ______________________ DATE: __________ SPECIAL ED. TEACHER: ______________________

AGE: __________ SIZE: ______________

Determine the learning styles, learning characteristics and behavioral characteristics the student displays.

	Almost Never	Some of the Time	Most of the Time
Learning Styles			
• Can work in a large group			
• Can work independently			
• Can work in small groups			
• Can work in a dyad			
• Can work on a one-to-one basis with teacher			
Learning Characteristics			
• Follows oral directions			
• Follows written directions			
• Retains information on a short-term basis			
• Retains information on a long-term basis			
• Displays task committment			
• Maintains attention			
Behavioral Characteristics			
• Sits in seat/remains in appropriate position during classroom activities			
• Participates in group discussion appropriately			
• Adheres to classroom rules			
• Remains on task			
• Socializes appropriately with peers			
• Acts on feedback from teacher			
• Organizes time and materials			
• Completes assignments with minimal assistance			
• Works independently			
• Responds appropriately to authority			
Others			

Learning Modes

(Rank these Learning Modes in the order of which the student learns best. However, if a Learning Mode is especially difficult for a student, also asterisk (*) it.)

- Learns through information presented orally ____
- Learns through information presented visually ____
- Learns through information presented through movement and touch ____
- Learns through concrete experience ____

Motivational Needs

- Grades ____
- Social reinforcement (peers) ____
- Verbal reinforcement (teachers ____
- Privileges ____
- Checkmarks ____
- Tokens ____
- Tangibles ____

Instructional Strategies Proven Successful

(e.g., lots of repetitions, contracts, demonstrations)

____

____

____

____

Instructional Levels

Instructional Area ______________ Instructional Area ______________

Level ______________ Level ______________

Text ______________ Text ______________

Based upon the information gathered, what modifications need to be made to meet the student's needs?

Modification(s)

____

____

____

____

____

Developed by Project AIDE
1-16-80 dlw

(COLD SPRING -
For regular education
teachers Re: mainstreamed
special education students)

FORM B

PROGRESS REPORT

TO:

FROM:

DATE:

STUDENT:

PRESENT GRADE:

SUBJECT:

BAHAVIOR:
1. Excellent
2. Good
3. Fair
4. Poor

COMMENT: ____

____

____

____

____

____

____

COLD SPRING ELEMENTARY SCHOOL

WAYS TO IMPROVE SCHEDULING

Negatives:

1. scheduling specials
2. scheduling mainstream subjects
3. students return in the middle of the lesson and no adult available to work with the student
4. keeping track of the student's movement from classroom to classroom (Time In/Time Out)

Ways to Eliminate Issue #3:

- need screening for assistants
- volunteer
- student tutors
- Buddy System in special education
- listen to taped stories, music read-along
- work study students
- Future Teachers of America

* *

In the area of curricular concerns, the committee developed a modification of the regular education social studies and science curricula. The "essential curriculum" is to be used by special education teachers in preparing students for the mainstream. The "essential curriculum for social studies and science is reproduced as follows.

COLD SPRING ELEMENTARY SCHOOL

ESSENTIAL SOCIAL STUDIES CURRICULUM

GRADES 3 - 5

The "essential" social studies curriculum which follows was designed to ease the special education teacher's job in preparing his/her students for the mainstream.

Teachers in each grade reviewed our district Social Studies Curriculum Guide, and the materials they are presently using (Ginn Series and Weekly Reader Map and Globe Skills Workbook).

An effort was made to include the basic skills necessary for survival in the social studies class as well as specific examples of typical assignments.

ESSENTIAL CURRICULUM FOR SOCIAL STUDIES GRADES 3-4-5

COLD SPRING SCHOOL, UPPER MORELAND TOWNSHIP

SOCIAL STUDIES

(as determined for mainstreaming students)

GRADE 3

Listening Skills

- listen to oral reading
- follow oral directions

Reference Skills

- alphabetizing
- using atlas, dictionary, encyclopedia
- using guide words
- sentence building

Map Skills

- identifying map
- identifying globe
- basic map symbols
- use map key
- knowing directionality
- locating places on a map
- drawing simple maps

Typical Assaignment (examples)

- write to governor or Chamber of Commerce for:
    - pictures and information
- write report of a state including:
    - basic map
    - state flower
    - state bird
    - (two important things that happened in your state)
    - climate
    - products
- make a glossary of terms

Terms

- state
- county
- city, San Francisco, Wash. D.C., Chicago
- natural resources
- globe
- map
- urban
- suburban
- tax
- citizen
- continent
- equator
- mayor
- problem
- career awareness (related to house construction)
- senator
- representative
- Congress
- laws
- ocean
- river
- coast
- north pole
- south pole

SOCIAL STUDIES

GRADE 4

Reading, Organizational and Reference Skills

- making observations from pictures
- locating information (read to find out who ___)
- use of index, contents, glossary
- writing summaries
- taking notes
- outlining
- keeping folders
- organizing information and materials
- using encyclopedia
- basic library skills

Map Skills

- know four basic directions
- identify continents and oceans
- interpret a map legend
- locate main latitude lines
- locate hemispheres
- locate north and south poles

Typical Long-term Assignment (examples)

- individual projects or activities
- report on a city
- biographical report

Terms

Unit 1	Land forms indians
Unit 2	Explorers Christopher Columbus
Unit 3	Colonies life in colonial America
Unit *4	Cities (US) N.Y., Pittsburgh, Atlanta, Dallas
Unit *5	Cities (Foreign) Djakarta, Lima, Stockholm
Unit *6	People Margaret Mead, John Muir, Marion Anderson, Dr. Bravo, Margaret Chase Smith, Dr. Charles Drew

* Book covers all these topics — teachers use discretion in selection.

SOCIAL STUDIES

GRADE 5

Reading, Organizational and Reference Skills

- use an index, contents
- find information by:
  - scanning
  - using key words
  - main ideas
  - key sentences
- making comparisions
- working independently or in a group
- using dictionary, reference books
- outlining, preparing charts
- sequencing, summarizing

Map Skills

- locating places
- using a map key
- using a map scale
- knowing kinds of maps
  (political, relief, route,
  population, climate, rainfall,
  population)

Units Covered

1. Land forms
   explorers
2. Colonies
3. Pioneers
   westward expansion
4. America from Civil War to Fifty States
5. Transportation and Communication
6. America as 7 Geographic Regions
7. America's Neighbors: Mexico, Canada, Central and South America

Typical Projects or Long Term Assignments

- make a time line
- written reports - presidents, states
- individual projects and activities
- *TM suggestions are good
- Suggestions offered at end of each chapter.

****

Inservice needs will be addressed during the 1981-1982 school year.

COLD SPRING ELEMENTARY SCHOOL

ESSENTIAL SCIENCE CURRICULUM

GRADES 1 - 5

COLD SPRING ELEMENTARY SCHOOL

GRADE 1 - Listening Skills

1. Should be able to listen to oral presentations.
2. Should be able to follow oral directions.

GRADE 1 - Investigative Skills

Unit 1 - Plants

1. Grow plants from seeds, cuttings and tubers

Unit 2 - Animals

1. Classify animals as hatched or live birth

Unit 3 - Living and Growing

1. Awareness that water and food are essential to survival of living things.

Unit 4 - Growing and Changing

1. Compare individual heights and weights
2. Identify main food groups.

Unit 5 - Cloudy or Sunny?

1. Identify three forms of matter.
2. Observe evaporation of water
3. Observe clouds.

Unit 6 - Hot and Cold

1. Observe melting of ice.

Unit 7 - Dark and Light

1. Observe daily changes on earth.
2. Demonstrate knowledge of a shadow.

Unit 8 - Push and Pull

1. Inv. push and pull required to set objects in motion.

Unit 9 - Down and Up

1. Demonstrate falling objects
2. Observe action and reaction.

Unit 10 - Harder or Easier?

1. Observe slowing and stopping motion.
2. Inv. rolling and sliding friction.
3. Observe uphill and downhill motion.
4. Observe rough and smooth surfaces.

Unit 11 - Earth Long Ago

1. Name and describe several dinosaurs

Unit 12 - Earth, Our Home

1. Observe living things are affected by their environment.

Vocabulary

soil
plant
seed
sprout
grow
stem
leaves
roots
animal
egg
hatch

born
male
female
weigh
energy
steam
cloud
water vapor
evaporate
melt
freeze

heat
light
rotate
shadow
reflect
puch
pull
move
friction
gravity
fossil
extinct

COLD SPRING ELEMENTARY SCHOOL

GRADE 2 - Listening Skills

1. Should be able to follow oral directions
2. Should be able to listen to oral presentations.

GRADE 2 - Writing Skills

1. Should be able to complete a ditto based on observation.

GRADE 2 - Investigative Skills

Unit 1 - Silence and Sound

1. Construct and use a simple sound-producing device.
2. Demonstrate that sound waves travel in all directions and through solid, liquid, gas.

Unit 2 - Darkness and Light

1. Awareness of different fuels and their behavior when burned.
2. Demonstrate how a bulb lights.
3. Demonstrate that light travels in straight lines and may be reflected.

Unit 3 - Earth and its Space

1. Demonstrate that the earth revolves around the sun.
2. Demonstrate that the earth rotates.
3. Demonstrate that the moon revolves around the earth.
4. Identify three constellations (Big Dipper, Little Dipper, Orion).
5. Identify the North Star.
6. Show an awareness of what an observatory and telescope are.

Unit 4 - Plants, Alive and Growing

1. Identify basic needs of a growing plant.
2. Identify basic plant parts (roots, stems, leaves, flowers).
3. Identify the seed of plants.
4. Investigate growth of mold plants on food.
5. Classify food plants on the basis of plant parts.

Unit 5,6, 7 - Animals, Alive and Growing

1. Show an awareness of how and why animals secure food.
2. Show an ability to classify animals.

   Such as: a. - born or hatched
   b. - according to environment
   c. - according to body covering

3. Show an awareness of interdependence of living things.
4. Demonstrate understanding that all animals depend on food from plants for energy and growth.

Unit 8 - The Energy You Use

1. Investigate relationship between food and body heat.

Unit 9 - The Matter You Use

1. Investigate how a change in the state of matter is due to molecular motion
2. Observe and describe sugar going into a solution.
3. Identify solid, liquid and gaseous states of water.

Unit 10 - Heat and Change

1. Measure differences in temperature.
2. Observe expansion of matter due to heat.

Vocabulary.

vibration
investigation
fuel
electricity
dry cell
switch
bulb
energy
star
shadow

image
orbit
revolves
rotation
planet
satellite
(moon is not a planet)
compass
telescope
Galileo
meteor

comet
stems
roots
leaves
flowers
seeds
mold
desert
cactus
extinct

thermometer
temperature
muscle
matter
molecule
evaporation
solid
liquid
gas
expand

GRADE 3 - SCIENCE OBJECTIVES

Unit 1 - Earth's Living Things: Animals

1. Distinguish between living and non-living things.
2. Observe that living things are dependent on their environment.
3. Categorize animals into five classes: fish, amphibians, reptiles, birds, mannals.
4. Investigate structure of backbone.

Unit 2 - Earth's Living Things: Plants

1. Describe needs of plants (H_2O, soil, light)
2. Grow mold on bread
3. Observe different kinds of seeds

Unit 3 - Earth's Treasure: Soil

1. Collect soil samples. Observe for rock and living content.
2. Investigate how soils differ in capacity to hold water.
3. Grow seeds in different kinds of soil.

Unit 4 - At Work on Earth

1. Observe effects of moving air and water
2. Observe an electro-magnet model.
3. Observe wax candle burning - transfer of energy to heat and light.
4. Describe stored energy.
5. Identify living creatures as source of petroleum and gas.
6. Observe a radioment. Define solar collector.

Unit 5 - Earth in Space

1. Construct model of solar system (i.e., on oaktag)
2. Differences and likenesses of Earth and Mars.
3. Investigate revolution and rotation of earth.

Unit 6 - Earth's Changing Forms

1. Observe three states of matter.
2. Observe dissolving of sugar in H_2O
3. Observe heating of sugar.
4. Define pollution.

Unit 7 - Fitness to Live

1. Observe living things and how adapted to their environments.
2. What is a food chain?
3. Identify plants in immediate environment.
4. Identify plant pests.
5. Distinguish between forest, desert, grassland.

Vocabulary

amphibian
atoms
backbone
carbon
cell (electric)
chemical change
chlorophyll
class
coal
conserve
decay
dissolve
dry cell
electric energy
electromagnet
energy
environment
evaporate
fitness
fossil
fuel
gas
humus
jungle
kingdom
liquid
mammal
mineral
mixture
model
mold
molecule
natural gas
orbit
petroleum
physical change
pollen
pollinate
pollute
radiometer
reproduce
reptile
root hairs
satellite
solar cell
solar energy
solar system
solid
spore
stored energy
substance
theory
vertebrate
water vapor

ESSENTIAL SCIENCE CURRICULUM

Concepts in Science - Grade 4

Cold Spring School

Basic Skills!

Students should be able to:

1. identify vocabulary
2. interpret graphs, models and diagrams
3. follow experimental procedure
4. organize written material
5. record results of investigations and observations

CONCEPT 1 - A loss or gain of energy affects molecular motion

Unit I: Sound and Molecules

The student will be able to:

- demonstrate how sounds are made
- observe and describe the vibrations of objects
- demonstrate sounds of high and low pitch
- construct a model to describe sound waves
- construct a model to describe molecular motion of sound
- observe differences in sounds traveling through a gas and a solid
- compare the reflection of sound waves from different surfaces.

Vocabulary

research
vibration
pitch
hypothesis
energy
sound waves
molecules
theory
echos
reflected
absorb
pollution
inference
model

Unit II: The Behavior of Light

The student will be able to:

- compare the visibility of various objects
- observe and explain the path which light travels
- observe and explain the path which sound travels
- explain the focus of light through a lens
- observe and describe the bending of light from air to water
- explain how light travels using polarizing materials.

Vocabulary

energy
retina
lens
convex
focuses
concave
polarizing lens
reflex

Unit III: The Water Cycle

The student will be able to:

- observe and explain the changing of water to a gas
- observe and explain the condensation of water on cool and warm surfaces
- recognize different types of clouds
- make and describe a model about the formation of rain
- observe and explain the action of cool water meeting warm water
- measure water content of food
- explain sources of drinking water
- construct a model to explain water purification.

Vocabulary

evaporate
water vapor
condenses
evaporation
condensation
expands
contracts
currents
watershed
resevoir
bacteria
water table
cycle
water cycle
dew

CONCEPT 2 - In chemical change, atoms react to produce change in molecules.

Unit IV: Oxygen-Carbon Dioxide Cycle

The student will be able to:

- collect air using the displacement method
- observe and explain the rusting of iron in a water-sealed tube
- construct models of molecules
- identify ways in which oxygen from the air is used
- build and explain a balanced aquarium or terrarium

Vocabulary

pressure
combines
atoms
compound
chemical change
oxygen cycle
oxygen
carbon-dioxide
matter
element

CONCEPT 3 - The earth's matter is in continuous change

Unit V: The Changing Earth

The student will be able to:

- demonstrate and explain the force of freezing water
- demonstrate and explain the force of growing plants
- construct and explain a model of a river
- explain how grass can prevent soil erosion
- use a model to explain the formation of mountains by changes in pressure

Vocabulary

force
cover
sediment
matter
mouth
physical change

CONCEPT 4 - Living things are adapted to particular environments

Unit 6: The Living Thing in its Environment

The student will be able to:

- demonstrate the conditions necessary for growing plants
- explain how sugar and light are used by green plants
- chart and explain the growth of a plant
- record the growth of mold and bacteria
- define the term environment

Vocabulary

minerals
environment
starches
carbohydrates
control
proteins
cell division
cells
fungi
dissolved
chlorophyll
decaying
humus
decay bacteria
furtilizer
ecologist
adapted
gills
prediction

CONCEPT 5 - A living thing reproduces itself and develops in a given environment.

Unit 7: Adaptation to Environment

The student will be able to:

- list and explain the stages of the life cycle of salmon
- describe adaptation of fishes to their environment during the stages of their life cycles
- investigate the adaptation of various birds to the environments
- chart the migration patterns of ducks
- observe and record the growth pattern of bean plants under various condition.

Vocabulary

spawn
eggs
sperm
fertilize
life cycle
habitat
structure
embryo
migration
inborn
stimulus
behavior
response

CONCEPT 6 - Living things capture matter and energy from the environment and return them to the environment

Unit 8: The Ecosystem

The student will be able to:

- investigate plants and animals living in pond water
- describe changes observed in growth of microscopic plants and animals in water environment

- distinguish between pond water and salt water organisms
- make a model of an ecosystem
- define a food chain
- identify ways in which an environment can be saved or destroyed.

Vocabulary

protozoans
reproduce
algae
fission

plankton
system
ecosystem
interdependence

GRADE 5 - SCIENCE: ESSENTIAL CURRICULUM

Book - Concepts in Science (Curie Ed.)

Chapter I - We Probe the Earth

1. wearing away a mountain
    a. erosion, weathering, plant action
2. sediment, sedimentary rock, fossils
3. earthquakes, earthquake waves
4. earth's layer
5. lava and magma
6. volcanos, parts of a volcano
7. earth's heat from radioactivity
8. ways a mountain forms
9. making of volcanic islands
10. types of rock
    a. igneous, metamorphic. sedimentary, petrified wood
    b. examples of each

Chapter II - We Searth for Hidden Likenesses

1. atoms and molecules, elements and compounds
    a. know the differences
2. term "property"
3. chemical changes and physical changes
4. how molecules build up and break down
5. chemical tests
    a. acid or base (litmus paper)
    b. test for CO_2 (lime water)
6. 12 important elements (pp 86-87)
7. know what a periodic chart is

Chapter III - The Earth's Living Things - Hidden Likenesses

1. the cell as basic unit of life
2. parts of an animal cell
3. parts of a plant cell (green and non-green)
4. diffusion through a membrane
5. cell reproduction (fission and budding)
6. chromosomes and DNA - their job
7. life develops from one cell
8. examples of single-celled animals

Chapter IV - Fitness to the Environment

1. pulse and heartbeat/breathing rate
2. air we breathe
    a. compare inhaled and exhaled air
3. nutrients
    a. proteins carbohydrates, fats, vitamins, minerals
4. digestion
    a. enzymes part of digestive juices

5. important cells and their job
    a. blood cells, covering cells, supporting cells muscle cells, nerve cells
6. organ systems
    a. digestive, respiratory, circulatory, muscular, skeletal, nervous

Chapter V - We Probe Stories in the Earth

1. structure of modern and ancient animals similar
2. changes in animals
    a. dawn horse to modern horse
    b. adaptation
3. dating rocks and fossils
4. theory of evolution
    a. know major steps, examples of each, and why each advancement allowed better survival (animal life only)
    b. steps; single celled, invertebrate, vertebrate, amphibian, reptile, bird, mammal

Chapter VI - Journeys in Space

1. gravitation
2. weight and mass
3. Newton's Laws
    a. action and reaction
    b. motion and inertia
    c. universal gravitation
4. our solar system
    a. as it exists today
    b. one theory of its formation
5. orbits - earth's and moon's
6. our exploration of space

Chapter VII - The Earth and the Stars: Hidden Likenesses

1. telescopes - how they work
    a. reflecting and refracting telescope
2. light
    a. how it travels
    b. spectrum
    c. ultra violet and infrared light
3. light acting as a wave
4. light acting as a particle
5. how a spectrascope works
6. concept of a light-year

KITS - ESS kits currently used in 5th grade

1. Batteries and Bulbs
    a. build a basic circuit (use bulb, wire, cell)
    b. series and parallel circuits
    c. building a circuit from schematic diagram

2. Small Things
    a. proper use of a microscope
    b. know names of microscope parts
    c. properly prepare microscope slide
    d. proper use of stains

3. Chemical Change
    a. observe and record chemical changes
    b. know difference between chemical and physical change
    c. accurate measurement of chemicals
    d. accurate following of directions
    e. proper handling of chemicals

4. Gasses and Airs
    a. changes in air pressures cause certain results
    b. effects of air pressure on water and water pressure on air

5. Mapping
    a. reading of a map
    b. creating and using a scale
    c. accurate measurement of large distances

6. Peas and Particles
    a. counting and accurate estimation

7. Other Things
    a. experiment write-up method
        - hypothesis
        - materials
        - procedure
        - observations
        - conclusions

Needs Assessment Tally

Cold Spring Elem. School

MONTGOMERY
COUNTY SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550
INTERMEDIATE
UNIT

Dear Project IMPACT Committee Member:

Attached please find tallied data for the needs Assessment completed by your faculty. Form A or B was completed by all regular education teachers, Form C was completed by special education teachers, counselors, librarians, administrators and other support personnel. The total numbers of people responding to the Needs Assessment are as follows:

Bala Cynwyd

Form B - 58
Form C - 7
65

Cold Spring

Form A - 14
Form C - 12
26

Whitemarsh

Form B - 24
Form C - 9
33

Woodland

Form A - 19
Form C - 8
27

In order to facilitate your interpretation of the Needs Assessment results, data have been tallied and recorded as percentages of the total number of respondents. Percentage figures for "Strongly Agree" and "Agree" have been combined and boxed ☐ to represent the total numbers of people agreeing. Percentage figures for "Strongly Disagree" and "Disagree" have also been combined.

Asterisks (*) identify statements with which 50% or more of those surveyed disagreed. These items should be viewed by the committee as high priority needs.

We hope that the results of this Needs Assessment will be meaningful to you as a committee in planning mainstreaming activities.

II. OPERATIONAL NEEDS

Total number of respondents: 26

Directions: Consider each of the following statements in relation to your school's mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Procedures for placing a special education student into a regular classroom for mainstreaming are clearly defined.	0%	58%	19%	19%	4%
	58%		38%		
*2. Procedures for grading a special education student's performance in the mainstream are clearly defined.	4%	27%	38%	27%	4%
	31%		65%		
*3. Procedures for changing a mainstreamed student's program, if difficulties arise, are clearly defined.	4%	35%	35%	19%	8%
	39%		54%		
4. It is easy to obtain records of a special education student's past and present mainstreaming program.	12%	58%	12%	15%	4%
	70%		27%		
*5. Regular and special education teachers' responsibilities are clearly defined in regard to communication with the parents of a mainstreamed student.	8%	31%	42%	19%	0%
	39%		61%		
*6. There are ample opportunities for the special education teacher and the regular education teacher to communicate about mainstreamed students.	15%	35%	31%	50%	0%
	50%		50%		

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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II. CURRICULAR NEEDS

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider your school's regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*1. The regular education curriculum use in this school provides alternative assignments for mainstreamed students with special needs.	0%	50%	50%	0%	0%
	50%		50%		
*Reading/Language Arts	0%	50%	36%	14%	0%
	50%		50%		
Mathematics	0%	43%	29%	14%	14%
	43%		43%		
*Science	0%	7%	43%	36%	14%
	7%		79%		
*Social Studies	0%	14%	50%	21%	14%
	14%		71%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*2. The regular education curriculum used in this school provides alternative methods for measuring progress of mainstreamed students with special needs.	0%	17%	67%	8%	8%
	17%		75%		
*Reading/Language Arts	0%	36%	36%	29%	0%
	36%		65%		
*Mathematics	0%	21%	43%	21%	14%
	21%		64%		
*Science	0%	0%	50%	36%	14%
	0%		86%		
*Social Studies	0%	0%	50%	21%	14%
	0%		71%		
3. The regular education curriculum used in this school provides alternative methods for presenting information to mainstreamed students with special needs.	0%	58%	33%	8%	0%
	58%		41%		
*Reading/Language Arts	0%	36%	36%	29%	0%
	36%		64%		
*Mathematics	0%	36%	43%	7%	14%
	36%		50%		
*Science	0%	14%	36%	36%	14%
	14%		72%		
*Social Studies	0%	7%	50%	29%	14%
	7%		79%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*4. The regular education curriculum used in this school provides structure for mainstreamed students with organizational difficulties.	0%	33%	67%	0%	0%
	33%		67%		
*Reading/Language Arts	0%	36%	36%	29%	0%
	36%		65%		
*Mathematics	0%	36%	36%	14%	14%
	36%		50%		
*Science	0%	0%	50%	36%	14%
	0%		86%		
*Social studies	0%	7%	50%	29%	14%
	7%		79%		
5. The regular education curriculum used in this school provides for meeting the needs of students who are achieving at grade level, below grade level, and above grade level.	8%	50%	33%	0%	8%
	58%		33%		
Reading/Language Arts	14%	64%	14%	7%	0%
	78%		21%		
Mathematics	0%	57%	21%	7%	14%
	57%		28%		
*Science	0%	14%	50%	21%	14%
	14%		71%		
*Social Studies	0%	21%	50%	14%	14%
	21%		64%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
6. The regular education curriculum used in this school provides suggestions for supplemental materials to be used with mainstreamed students with special needs.	0%	50%	42%	0%	8%
	50%		42%		
*Reading/Language Arts	0%	50%	43%	7%	0%
	50%		50%		
*Mathematics	0%	36%	43%	7%	14%
	36%		50%		
*Science	0%	7%	50%	29%	14%
	7%		79%		
*Social Studies	0%	14%	50%	21%	14%
	14%		71%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Teachers in this building have had formal opportunities to discuss their mainstreaming needs.	8%	46%	31%	12%	4%
	$\boxed{54\%}$		$\boxed{43\%}$		
*2. Teachers in this building have actively shared their ideas about effective techniques for working with mainstreamed students.	0%	42%	38%	15%	4%
	$\boxed{42\%}$		$\boxed{53\%}$		
*3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students.	0%	38%	38%	12%	12%
	$\boxed{38\%}$		$\boxed{50\%}$		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If your school HAS provided inservice training on topics related to mainstreaming, please complete items 4 and 5. If your school has NOT been able to provide inservice training on topics related to mainstreaming, please skip to item 6.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
4. Teachers in this building have had the opportunity to offer direct input in planning workshop(s) on topic(s) related to mainstreaming.	0%	42%	23%	4%	31%
	$\boxed{42\%}$		$\boxed{27\%}$		
5. This school's inservice training on topics related to mainstreaming:					
a. has helped staff members to gain a better understanding of the needs of handicapped students.	4%	62%	15%	0%	19%
	$\boxed{66\%}$		$\boxed{15\%}$		
b. has helped teachers to more effectively manage the behavior of students with special needs.	0%	35%	42%	4%	19%
	$\boxed{35\%}$		$\boxed{46\%}$		
c. has provided useful suggestions for adapting the regular education curriculum for mainstreamed students.	0%	35%	38%	8%	19%
	$\boxed{35\%}$		$\boxed{46\%}$		
d. has provided useful suggestions for improving channels of communication between special education teachers and regular education teachers in this building.	0%	58%	19%	4%	19%
	$\boxed{58\%}$		$\boxed{23\%}$		
e. has helped staff members to better understand this school's mainstreaming policies.	0%	58%	19%	0%	23%
	$\boxed{58\%}$		$\boxed{19\%}$		
*f. has provided informatinon about local resource services which can assist teachers in working with mainstreamed students.	0%	12%	65%	4%	19%
	$\boxed{12\%}$		$\boxed{69\%}$		
*g. has provided information about local educators who can offer suggestions for working with mainstreamed students.	0%	19%	54%	8%	19%
	$\boxed{19\%}$		$\boxed{62}$		

6. Please describe any other inservive/training needs related to mainstreaming that you would like your school to address.________________________

____

____

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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COLD SPRING

SUMMARY OF COMMENTS ON THE NEEDS ASSESSMENT

Operations

- Priorities in deciding to mainstream a child
- There are district policies in regard to mainstreaming
- Time for communication between special and regular education
- Criteria for mainstreaming
- Effect of child's behavior on mainstreaming
- Forms for simplifying communication
- Class size problems

Curriculum

- Alternative methods; measuring progress; alternative assignment; adapting regular education curriculum
- Testing children who cannot read questions
- Scheduling problems
- Curriculum does not provide for differences within regular classroom
- More high interest/low skills reading material

Inservice

- Understanding specific children and their special needs
- Setting up consistent standards to minimize student's confusion
- How to program for mainstreamed children
- Responsibilities of regular education teacher versus special education
- I would welcome training in all areas related to mainstreaming.

WHITEMARSH JUNIOR HIGH SCHOOL

Committee Members

Rick DiSerafino
  Principal
Tamara Tschopp
Robin Heschl
Carol Getz
Esther Thomas
Alma Robinson
Edward Swetkowski

Linda Prim
Robert Brandt
Susan Duncan
Alfred Letrinko
James Catagnus
Kenneth NcNelis
Harriet Poland

WHITEMARSH JUNIOR HIGH SCHOOL

Demographic Data

. Whitemarsh Junior High School is a suburban school with a total population of 635. At the time of the study, there were 44 learning disabled students and one hearing impaired student. All 44 learning disabled students were mainstreamed for art, music and physical education. Thirty students were mainstreamed for industrial arts, 22 for home economics 3 for typing and 11 for health. Thirty-seven regular education teachers were working with the handicapped students.

This report details the 1980-82 activities of the Project IMPACT committee at Whitemarsh Junior High School.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education teachers and special area teachers were asked to complete a needs assessment. The results of the needs assessment were summarized as follows:

Seven of the needs assessment items were found to be of high priority to the Whitemarsh committee. In the area of Operational Needs, the following needs were of greatest importance:

a. procedures for grading a mainstreamed student
b. special and regular education teachers' responsibilities in regard to parent communication
and
c. opportunities for special and regular education teachers to communicate.

In the area of Curricular Needs, the following needs were considered to be of highest priority:

a. alternative methods of measuring progress for mainstreamed students
b. alternative methods of presenting information
c. methods for helping students who have organizational difficulties, and
d. supplemental materials for mainstreamed students.

No needs were identified in Inservice/Training. A complete tally of responses is found on pages 133 - 140.

Committee Decisions and Activities

The booklet which was developed by the committee and which is reproduced here addresses all of the needs, both operational and curricular, that were identified via the needs assessment. The booklet was distributed to all faculty members.

Project Impact

A MAINSTREAMING GUIDE FOR WJHS

MAINSTREAMING PROCEDURES

AT

WHITEMARSH JUNIOR HIGH

Tamara Tschopp

This booklet has been prepared through the cooperative efforts of parents and staff members of Whitemarsh Junior High School.

The parents group included Mrs. Carol Getz, Mrs. Esther Thomas, Mrs. Tamara Tschopp and Mrs. Robin Heschl.

Staff members included Mr. Robert Brandt, Health and Physical Education; Mr. James Catagnus, Science; Mrs. Susan Duncan, Home Economics; Mr. Alfred Letrinko, Industrial Arts; Mr. Kenneth McNelis, Reading; Ms. Harriet Poland, Guidance Department; Mrs. Lindy Prim, Art; Mrs. Alma Robinson, Special Education; and Mr. Edward Swetkowski, Special Education.

Special thanks to Mr. Rick F.DiSerafino, Principal of the Whitemarsh Junior High School, and to Dr. Marianne Price of the Montgomery County Intermediate Unit, for their kind assistance.

PROJECT IMPACT 1980-1981

WHITEMARSH JUNIOR HIGH SCHOOL

PROJECT IMPACT COMMITTEE

Procedural Goals

1. To provide for increased communication between the learning disabilities teachers and the regular education teachers.

Specific Needs	Recommended Solutions
1. Student needs to be mainstreamed as soon as the school year begins.	1. Hand scheduling. Set a target date for psychologists to complete testing for new referrals.
2. Regular education teachers need to know which students in their classrooms are mainstreamed students. This information should be available on the first day of school.	2. Guidance counselor of special ed. students will prepare and distribute a list of mainstreamed learning disabilities student.
3. Regular education teachers need specific information about mainstreamed students - academic levels, learning styles, characteristics, etc.	3. A form will be completed for each mainstreamed student and distributed to receiving regular education teachers. Whitemarsh learning disabilities teachers will complete the form for eighth and ninth grade students. Elementary learning disabilities teachers will complete the form for sixth grade students.
4. Need time to communicate.	4. During activity periods, cover learning disabilities teachers and the regular education teachers while they conference about a specific student(s) This meeting should be held prior to a youngster's being mainstreamed during the course of the school year.
5. Elementary and secondary learning disabilities teachers need opportunity to communicate about sixth grade students entering seventh grade.	5. Teachers could use sixth grade orientation day to meet. Free special education teachers' schedules so that they can meet with the elementary teachers.

2. To develop a procedures for grading mainstreamed students.

3. To develop procedures for placing students into the mainstream and withdrawing students from the mainstream.

WHITEMARSH JUNIOR HIGH SCHOOL

GUIDANCE DEPARTMENT

TO:

FROM:

SUBJECT:

DATE:

After careful and due consideration by the School Psychologist and the Learning Disabilities teacher, ______________________________ has been scheduled (mainstreamed) for the following courses in the Regular Academic Program.

Student	Course Name	CS#	Sect.	Sem.	Period	M	T	W	T	F	Room

TEACHER - PLEASE NOTE

The assignment of this student to your class is made with the conviction that he/she is ready to participate in the Learning Activities Characteristic of the Regular Academic Program. However, in some instances the expected adjustments may not be achieved as anticipated. Recognizing this, it would be appreciated and certainly in the best interest of the student if, after a reasonable period of time (two or three weeks), should you have any doubts or misgiving about this placement, you would let me know immediately.

Thank you,

____
Counselor

STUDENT PROFILE SHEET

STUDENT'S NAME ______________ DATE ________ SPECIAL EDUCATION TEACHER ______________

To determine the learning styles, learning characteristics and behavioral characteristics the student displays, please complete the following:

Learning Styles	Almost Never	Some of the Time	Most of the Time
Can work in a large group			
Can work independently			
Can work in small groups			
Can work with another			
Can work on a one-to-one basis with teacher			

Learning Characteristics	Almost Never	Some of the Time	Most of the Time
Follow oral directions			
Follows written directions			
Retains information on a short-term basis			
Retains information on a long-term basis			
Displays task committment			
Maintains attention			

Behavioral Characteristics	Almost Never	Some of the Time	Most of the Time
Sits in seat/remains in appropriate position during classroom activities			
Participates in group discussion appropriately			
Adheres to classroom rules			
Remains on task			
Socializes appropriately with peers			
Acts on feedback from teacher			
Organizes time and materials			
Completes assignments with minimal assistance			
Works independently			
Responds appropriately to authority			

Developed by Project AIDE
1-16-80 dlw

Learning Modes

(Rank these Learning Modes in the order of which the student learns best. On a scale of 1 - 4 (little (1) to very (4)).

Learns through information presented orally	
Learns through information presented visually	
Learns through information presented through movement and touch	
Learns through concrete experience	

Motivational Needs

Grades		Privileges	
Social reinforcements (peers)		Checkmarks	
Verbal reinforcement (teachers)			

Instructional Strategies Proven Successful

(e.g., lots of repetitions and demonstrations)

____

____

____

Instructional Levels

Instructional Area		Instructional Area	
Level		Level	
Text		Text	

Based upon the information gathered, what modifications need to be made to meet the student's needs?

Modification(s)/Comments

____

____

____

NOTE: Placement test is to be attached.

Operational Goal: To develop a procedure for placing students into the mainstream and withdrawing students from the mainstream.

It is recommended that:

1. The attitude of the receiving teacher be taken into consideration when the regular classroom is selected for the mainstreamed student.
2. A Regular Classroom Analysis Form will be completed by all major subject area teachers and placed on file in the guidance office to assist the guidance counselor in making mainstream placement decisions.

The following procedures are general framework for mainstreaming special education students.

Placement Procedures:

Step 1. Evaluation

The special education teacher will assess the student's acaedmic and cosial readiness for mainstream placement.

The evaluation may include, but need not be limited to:

a. student profile sheet
b. classroom observation
c. a trial period during which time the student uses regular education textbook for instruction in the special education class. This period should include homework, tests, assignments, other criteria based on regular education teacher's standards.

Step 2. Staff Conference

The special education teachers, the receiving regular education teacher, counselor, administrator, and, if possible, psychologist will meet to discuss placement. Purpose of the meeting will be to review the classroom analysis form, to discuss the student, and to establish a starting date.

Step 3. Parent Contact

A contact, usually by phone, will be made with the parent to discuss the interim mainstreaming placement. This contact must be noted on the IEP Case Contact Log which is already in the student's IEP folder.

Step 4. Student Conference

The regular education teacher will hold a conference with the student to establish expectations for the student's performance.

Operational Goal: (continued)

Step 5. Trial Placement

There should be periodic follow-up between special education teachers and the regular education teachers regarding specific mainstreamed students. This follow-up may be initiated by either the special education teacher or regular education teacher. If the student is having a problem in the regular classroom, the regular education teacher is responsible for contacting the special education teacher.

Step 6. Final Placement

After a full marking period, if the placement is successful, an IEP revision meeting will be held to include the team and the parent. At that time, a new Due Process Form as well as a new IEP will be issued.

ANALYSIS OF REGULAR EDUCATION CLASSROOM

Teacher's Name: ______________________ Grade: __________ Date: ______________

M = Most of the time F = Frequently S = Seldom H = Hardly eved

Instructional Practices	Frequency
1. Information/instruction presended through:	
a. printed information (books, chalkboard, etc.)	______
b. verbal presentations	______
c. classroom discussions	______
d. demonstrations	______
2. Information/skills reinforced through:	
a. reading	______
b. listening	______
c. observing	______
d. speaking	______
e. writing	______
3. Learning/competence demonstrated through:	
a. writing	______
b. speaking	______
c. doing	______
4. Instruction provided in:	
a. large groups	______
b. small groups	______
c. buddy/tutorial with peers	______
d. instructor/tutorial	______
e. student self-directed/ corrected (i.e. program instruction)	______
5. Participation required is:	
a. passive	______
b. active (student/teacher)	______
c. interactive (student-student)	______

Additional Considerations

1. Number of instructional level within class? ______
2. Number of special education student currently mainstreamed in class? ______
3. Class size? ______
4. Skills required within the regular classroom for the instruction area of:

____

____

____

____

____

____

____

____

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____

____

____

____

Developed by Project
AIDE 1-16-80 dlw

Withdrawal Procedures - (When mainstreaming is unsuccessful)

Step 1. Withdrawal procedures may be initiated by either regular education teacher, special education teacher, or support peronnel when mainstreaming has been ineffective and various strategies to make it effective have failed.

Step 2. A conference will be held with school personnel to document the reasons for withdrawal. Such documentation may include:

a. samples of classowrk
b. anecdotal records
c. teacher observation
d. test results.

Step 3. A decision will be made by the special education teacher and regular education teacher. If a problem arises, the principal will intervene.

Step 4. After a decision has been made to withdraw the student, the special education teacher will notify parents, student, and principal.

Step 5. The special education teacher will set up a conference if requested.

Operational Goal: To develop a procedure/guidelines for grading mainstreamed students.

Philosophy of Grading:

The grade which a mainstreamed student receives should take into consideration the student's particular learning disability and be based upon the degree to which the student is working up to his/her potential.

Information concerning learning disabilities, academic levels, learning styles, characteristics, etc., are kept on file in the office of the school guidance counselor. These files can be reviewed by the classroom teacher at any time.

It is recommended that the following factore be taken into consideration when assigning a grade to a mainstreamed student.

1. Attitude and behavior
2. Quality of homework
3. Attendance
4. Preparedness
5. Participation in class
6. Extra credit assignments
7. Test grades
8. Staff member's subjective opinion regarding student's mastery of skills/concepts.

In addition, teachers would consider the following suggestions.

1. Mainstreamed students need frequent feedback regarding their performance.
2. Mainstreamed students should be informed about the grading system used in a regular classroom prior to their entry into that classroom. They need to be reassured that they will not be graded solely upon test performance.
3. Teachers should consider utilizing alternative methods for testing mainstreamed students who are unable to perform satisfactorily on a written test as a result of their disability. These include:

    a. reading the test to the student (rephrasing questions if necessary) and permitting the student to respond orally
    b. permitting the student to take the tests in the learning disabilities classroom or in the guidance counselor's office
    c. permitting a peer to read the test to the student
    d. permitting the student to take an open book test
    e. providing the student with a list of vocabulary words pertinent to the information on which he/she is being tested to assist the student who cannot spell
    f. in some instances, students may be able to take a test which requires a graphic response as opposed to a written response
    g. reducing the reading level of tests
    h. taping tests and allowing student to listen to the pre-recorded tape of the test and respond on an answer sheet or on a tape

Operational Goal (continued)

- i. giving the student model tests
- j. having student administer tests. A competent peer administers test orally and can either write down student responses or have the student write their own responses.

Curricular Goal: To develop lists of suggestions which can be helpful to teachers in meeting the needs of mainstreamed students.

Philosophy:

Teachers need not radically adjust their curriculum for the mainstreamed student. All students, not just mainstreamed students, can benefit from a variety of approaches to learning. Good teaching practices help all students capitalize on their learning strengths and compensate for their learning weaknesses.

Suggestions:

The Whitemarsh Junior High School IMPACT committee has compiled a list of alternative ways of presenting content to meet a variety of learner needs and suggestions for providing structure for students who are unable to structure their use of time. Many of the modifications suggested below can easily be incorporated into a teacher's repertoire of skills and require minimum changes in existing programs. Certainly, there are many students, not just mainstreamed students, who can benefit from these practices.

Content Presentation:

1. Lecture/discussion approach. Develop a brief outline of planned materials and present it to the class before the lecture so the lesson can be more easily followed.
2. Audio-visual presentation. Use movies, slides, filmstrips, video, radio, transparencies, records, etc.
3. Guest speakers.
4. Small group discussion. Group mainstreamed student(s) with compatible regular education student(s).
5. Individual discussion with instructor. Can be teacher or student initiated.
6. Programmed learning. Could be reading or a combination of audio-visual and reading.
7. Reading. Silently, simultaneously with taped version, listening to teacher or other student read aloud, listening to a paraphrased version of the material and following with charts, diagrams, or printed material.
8. Field trips.
9. Project. Hands-on approach to making a model or other art project that would help establish academic concepts, facts, etc.
10. Peer tutoring. To be used during the activity periods.
11. Buddy system. To be used in the classroom, e.g., getting assignments after absences.

Curricular Goal (continued)

Content Presentation:

12. Independent study. Established upon agreement between teacher and student. could be an alternative assignment or an extra credit assignment.
13. Minicourses. Content units are broken into smaller learning components. student is tested following the teaching of each component.
14. Learning centers. Smaller area of classroom where individual concepts are taught through self-motivating materials (possibly audio-visual).
15. Note-taking. Orient students to note-taking by placing a general outline on the board for students to fill in. Have high schievers take notes with carbon paper to be given to low achievers.
16. Supplementary texts and other written material. Use high interest and low vocabulary reading materials.
17. Panel discussion.
18. Teacher demonstrations to help student visualize the process involved in building models, carrying out experiments, etc.
19. Syllabus for semester and/or units of instruction. Provide overview of material to be covered.
20. Tape step-by-step instructions for complicated multi-step addignments (e.g., art, home economics).

Providing Structure:

1. Provide students with very structured directions, both written and oral.
2. Provide students with study guides.
3. Cut up worksheets. Reduce the amount of information on worksheets.
4. Break up large assignments, e.g., reports are broken into a series of steps which are monitored by the teacher. Time limits are provided for each step.
5. Grade separate parts of an assignment rather than giving one overall grade.
6. Request folders, notebooks, etc. to help students organize their papers. Mention various kinds of materials that could be purchased to assist the students, i.e., folders with pockets; one side could be used for in-class assignments; one side could be for homework.
7. Give the student a schedule of expected assignments, tests, reports, etc. at the beginning of a unit of study, to help the student structure his/her time.
8. Provide contracts or rewards for students who are working on specific organizational skills.
9. Provide students with a checklist so they can check off assignments as they complete their work.
10. Request students have a homework book so that all assignments are recorded in one book. This is particularly useful in junior high school and up, since students are going to so many different teachers.

Needs Assessment Tally

Whitemarsh Junior High

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550

Dear Project IMPACT Committee Member:

Attached please find tallied data for the needs Assessment completed by your faculty. Form A or B was completed by all regular education teachers, Form C was completed by special education teachers, counselors, librarians, administrators and other support personnel. The total numbers of people responding to the Needs Assessment are as follows:

Bala Cynwyd

Form B - 58
Form C - 7
65

Cold Spring

Form A - 14
Form C - 12
26

Whitemarsh

Form B - 24
Form C - 9
33

Woodland

Form A - 19
Form C - 8
27

In order to facilitate your interpretation of the Needs Assessment results, data have been tallied and recorded as percentages of the total number of respondents. Percentage figures for "Strongly Agree" and "Agree" have been combined and boxed ▭ to represent the total numbers of people agreeing. Percentage figures for "Strongly Disagree" and "Disagree" have also been combined.

Asterisks (*) identify statements with which 50% or more of those surveyed disagreed. These items should be viewed by the committee as high priority needs.

We hope that the results of this Needs Assessment will be meaningful to you as a committee in planning mainstreaming activities.

II. OPERATIONAL NEEDS

Total number of respondents: 33

Directions: Consider each of the following statements in relation to your school's mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Procedures for placing a special education student into a regular classroom for mainstreaming are clearly defined.	6%	58%	24%	12%	0%
	$\boxed{64\%}$		$\boxed{36\%}$		
*2. Procedures for grading a special education student;s performance in the mainstream are clearly defined.	3%	15%	39%	39%	3%
	$\boxed{18\%}$		$\boxed{78\%}$		
3. Procedures for changing a mainstreamed student's program, if difficulties arise, are clearly defined.	6%	36%	27%	21%	9%
	$\boxed{42\%}$		$\boxed{48\%}$		
4. It is easy to obtain records of a special education student's past and present mainstreaming program.	6%	52%	18%	9%	15%
	$\boxed{58\%}$		$\boxed{27\%}$		
*5. Regular and special education teachers' responsibilities are clearly defined in regard to communicating with the parents of a mainstreamed student.	6%	27%	48%	12%	6%
	$\boxed{33\%}$		$\boxed{60\%}$		
*6. There are ample opportunities for the special education teacher and the regular education teacher to communicate about mainstreamed students.	9%	30%	33%	18%	9%
	$\boxed{39\%}$		$\boxed{51\%}$		

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

*50% or more of those syrveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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III. CURRICULAR NEEDS

Directions: It may be necessary to make curricula modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider your school's regular education curriculum, and circle the number that best describes your opinion.

		Strongly Agree	Agree	Disagree	Stronly Disagree	NR
1.	The regular education curriculum used in this school provides alternative assignments for mainstreamed students with special needs.	6%	36%	27%	21%	9%
		42%		48%		
*2.	The regular education curriculum used in this school provides alternative methods for measuring progress of mainstreamed students with special needs.	0%	18%	45%	24%	12%
		18%		69%		
*3.	The regular education curriculum used in this school provides alternative methods for presenting information to mainstreamed students with special needs.	3%	33%	33%	21%	9%
		36%		54%		
*4.	The regular education curriculum used in this school provides structure for mainstreamed students with organizational difficulties.	0%	24%	45%	21%	9%
		24%		66%		
5.	The regular education curriculum used in this school provides for meeting the needs of students who are achieving at grade level, below grade level, and above grade level.	9%	48%	24%	12%	6%
		57%		36%		
*6.	The regular education curriculum used in this school provides suggestions for supplemental materials to be used with mainstreamed stu0 dents with special needs.	9%	18%	39%	18%	15%
		27%		57%		

7. Please describe any other curricular needs related to mainstreaming that you would like your school to address.

____

____

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Teachers in this building have had formal opportunities to discuss their mainstreaming needs.	15%	48%	21%	6%	9%
	63%		27%		
2. Teachers in this building have actively shared their ideas about effective techniques for working with mainstreamed students.	6%	48%	27%	21%	9%
	54%		48%		
3. This school has offered programs to increas parents' awareness and knowledge about the needs of special education students.	0%	24%	33%	3%	39%
	24%		36%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV. INSERVICE/TRAINING NEEDS

Directions: If your school HAS provided inservice training on topics related to mainstreaming, please complete items 4 and 5. If your school has NOT been able to provide inservice training on topics related to mainstreaming, please skip to item 6.

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer direct input in planning workshop(s) on topic(s) related to mainstreaming				
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to gain a better understanding of the needs of handicapped students.				
b. has helped teachers to more effectively manage the behavior of students with special needs.				
c. has provided useful suggestions for adapting the regular education curriculum for mainstreamed students.				
d. has provided useful suggestions for improving channels of communication between special education teachers and regular education teachers in this building.				
e. has helped staff members to better understand this school's mainstreaming policies.				
f. has provided information about local resource services, which can assist teachers in working with mainstreamed students.				
g. has provided information about local educators who can offer suggestions for working with mainstreamed students.				

Fourteen out of thirty-three (42%) people did not respond to items 4 and 5. This should be considered as indicative of need for inservice training. Items 5 a-g should be discussed as possible topics for taining.

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address. ______________________________

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WHITEMARSH JUNIOR HIGH SCHOOL

SUMMARY OF COMMENTS ON THE NEEDS ASSESSMENT

Operations

- The subject teacher's opinions on placement of mainstreamed students
- Grading, curriculum modification
- How many students are being mainstreamed?
- Better communications
- No available time for teachers to meet to discuss mainstreamed students
- Class size
- Grading the mainstreamed student

Curriculum

- Mainstreamed students have to perform same as others in a level 4 class
- Concrete aids and materials; more time

Inservice

- Help with all of the above (Items 5 a-g)
- Team meetings on mainstreaming

WOODLAND ELEMENTARY SCHOOL

Committee Members

William Snyder
  Principal
Roseann Russo
Myra Weisseberger
Lorraine Berry
Mary Lou Mercer
John Rochowitz

Lynda Morley
Nancy Richey
Carol Goldberg
Joyce Bustard
Frances Giamo
Patricia Rittenhouse
Margaret Donmoyer

Selma Tolins

WOODLAND ELEMENTARY SCHOOL

Demographic Data

Woodland Elementary School is a suburban elementary school with a total population of 333. At the time of the study, there were 17 learning disabled, nine educable mentally retarded, one hearing impaired, 15 emotionally disturbed, three physically handicapped and one visually impaired student. Of these handicapped students, one was mainstreamed for art, three for physical education, and six for music. Five emotionally disturbed students were mainstreamed for general academic subjects. Eight regular education teachers were working with the special education students.

This report describes the 1980-81 activities of the Project IMPACT committee at Woodland.

Needs Assessment

Prior to the introduction of Project IMPACT, all faculty members including regular education teachers, special education and special area teachers were asked to complete a needs assessment. The results of the needs assessment were summarized as follows:

Seven items from the Project IMPACT Needs Assessment appeared to be necessary considerations at Woodland. In the area of operational needs, the following items were high in priority:

a. procedures for placing a special education student into the regular classroom

b. procedures for grading the mainstreamed student

c. procedures for changing a mainstreamed student's program

d. teachers' responsibilities in regard to parent communication.

In the area of curricular needs, the following items were of high priority:

a. need for alternative assignments for mainstreamed students within the regular curriculum

b. need for alternative methods for measuring progress.

In the area of inservice/training needs, there was a strong indication that teacher inservice programs were needed.

A complete tally of responses is found on pages 133 - 140.

The mainstreaming committee discussed each of the areas of need at the Project IMPACT workshops. Through a process of discussion and prioritizing, it was decided their objectives would focus on procedural and curricular needs.

Committee Decisions and Activities

In the area of Procedural Needs, the committee developed:

1. procedures for placing a special education student in the mainstream
2. guidelines for withdrawing students from the mainstream, and
3. guidelines for monitoring progress of the mainstreamed student.

The procedures are reproduced on the following pages.

WOODLAND IMPACT COMMITTEE

PROCEDURES FOR PLACING SPECIAL EDUCATION STUDENT IN THE MAINSTREAM

1. Placement procedures may be initiated by any of the following:
    a. special education teacher
    b. regular education teacher
    c. special area teacher
    d. parent.
2. Student's progress in special education class is discussed by the special education team to evaluate academic and social-emotional readiness for mainstreaming.
3. Special education teacher meets with regular education teacher to discuss "needs" of special education student and demands of regular class environment. Time frame for mainstreaming is determined.
4. Special education teacher informs principal of placement decision.
5. Special education team members discuss possibility of mainstreaming with parents.
6. Special education teacher prepares special education student for inclusion in regular education class (familiarizes student with text, classroom rules, etc.).

    If appropriate, regular education teacher is to prepare his/her students for inclusion of "mainstream" student.
7. Continuous communication occurs between regular education and special education teachers to develop systems for monitoring class work and behavior.

WOODLAND IMPACT COMMITTEE

GUIDELINES FOR WITHDRAWING
SPECIAL EDUCATION STUDENTS FROM THE MAINSTREAM

1. When problems/concerns occur in the area of classroom work or behavior, the following will occur:

   a. regular education teacher consults with special education teacher to determine the magnitude of problem.

   b. regular education teacher consults with special education teacher to generate strategies for reinforcement and support.

2. When mainstreaming is still unsuccessful after having explored various strategies, special education team or child study team will meet to reevaluate mainstream placement. Withdrawal of special education student from mainstream may occur.

3. Team member(s) will discuss withdrawal with the parents.

WOODLAND IMPACT COMMITTEE

GUIDELINES FOR MONITORING PROGRESS
OF MAINSTREAM STUDENT

1. Responsibility of grading should be decided by special education teacher and regular education teacher or special area teacher.
2. Criteria for grading should be decided by special education teacher and regular education teacher or special area teacher.
3. Any modification of grading system should be noted/recorded on report card or porgress report.
4. Regular education teacher and/or special education teacher will conference with parents regarding progress in respective classrooms.

In an effort to address curricular needs, the committee developed the following list of strategies for modifying the regular education classroom.

WOODLAND IMPACT COMMITTEE

ALTERNATIVE STRATEGIES FOR CLASSROOM TEACHERS

1. Provide flexible time required to complete an assignment
2. Reading materials (tests) to students
3. Structure assignments well
4. Behavior modification techniques
5. Select essential program needed
6. Learning centers
7. Rewards and awards
8. Limiting assignments
9. Seating in classroom
10. Visual aids
11. Change and adapting materials
12. Physical aids
13. Verbal praise
14. Parental help
15. RISE/PRISE resources
16. Assign one sheet at a time
17. Contracts
18. Organizers (pouch on side of desk for completed work)
19. Tracking systems - self-checking box
20. Assignment books -
    checked by teacher; signed by parent
21. Change instructional groups
22. Morning work chart
23. Time-out area
24. Change of pace activity
25. Varying physical position of child
26. Provide opportunities for movement
27. Timer
28. Set up successful experience (play, puppets)
29. Visit other classrooms
30. Resource list for people (materials, people)
31. Programmed learning (System 80)
32. Films, cassettes
33. Skeleton outlines
34. Work with buddy
35. Direct teacher instruction
36. Field trips
37. SSR
38. Multi-media presentation
39. Resource file

Ways of modifying the regular education classroom to meet the needs of special education students.

40. Art as a means of expression
41. Give alternative choices of assignment; extra credit options
42. Oral test
43. Tape recorded - response
44. Retest option
45. Mark things right - not wrong answers
46. Diorama
47. Extra credit homework
48. Child make-test and evaluation
49. Take-home test
50. Open book test
51. Peer evaluation of assignment
52. Study current events
53. Class project
54. Personal experience stories (taped)
55. Game format
56. Experience stories and charts
57. Video tape activities - movie filmstrip
58. Use of other teachers
59. Study carrels
60. Presentation to another class
61. Have student repeat directions
62. Give directions in written and oral form
63. Do examples with children
64. Mini teachers
65. Teacher position next to student when giving directions
66. Visual listing cues
67. Set purpose for listening
68. Student generated class rules
69. Suggestion/thought box.

"WEEK OF THE HANDICAPPED CHILD"

As its inservice component, the Woodland committee planned and implemented a week-long series of activities designed to increase awareness among faculty and students towards the nature of handicapping conditions. A different program was planned for each day of the week and included a choral presentation by blind students, films, and a puppet show, "The Kids on the Block". The agenda for the week follows.

WOODLAND ELEMENTARY SCHOOL

WEEK OF THE HANDICAPPED CHILD

October 1 The Kids on the Block Assembly - 45 minutes

K - 3 10:00 AM
4 - 5 1:15 PM
Faculty 3:00 PM (library)

October 2 Royer-Greaves School for the Blind/Mentally Retarded

10:15 AM Music Program

October 5 "The Truly Exceptional" - Film

1:45 PM

October 6 9:30 - 11:00 AM Small Group Activities

Mr. Momerella - Principal of the Marshall Street School

Pennsylvania School for the Deaf

Pennsylvania Materials Center for the Hearing Impaired - Learning Devices for the Handicapped

October 7 1:30 - 2:40 PM K-2 "Special Friends' Filmstrip/Simulation Activities

3-5 "Matt" Filmstrip/Simulation Activities

Needs Assessment Tally

Woodland Elementary School

MONTGOMERY
COUNTY SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19403 • 215-539-8550
INTERMEDIATE
UNIT

Dear Project IMPACT Committee Member:

Attached please find tallied data for the needs Assessment completed by your faculty. Form A or B was completed by all regular education teachers, Form C was completed by special education teachers, counselors, librarians, administrators and other support personnel. The total numbers of people responding to the Needs Assessment are as follows:

Bala Cynwyd

Form B - 58
Form C - 7
65

Cold Spring

Form A - 14
Form C - 12
26

Whitemarsh

Form B - 24
Form C - 9
33

Woodland

Form A - 19
Form C - 8
27

In order to facilitate your interpretation of the Needs Assessment results, data have been tallied and recorded as percentages of the total number of respondents. Percentage figures for "Strongly Agree" and "Agree" have been combined and boxed ▭ to represent the total numbers of people agreeing. Percentage figures for "Strongly Disagree" and "Disagree" have also been combined.

Asterisks (*) identify statements with which 50% or more of those surveyed disagreed. These items should be viewed by the committee as high priority needs.

We hope that the results of this Needs Assessment will be meaningful to you as a committee in planning mainstreaming activities.

II OPERATIONAL NEEDS

Total number of respondents: 27

Directions: Consider each of the following statements in relation to your school's mainstreaming practices. Circle the number which best describes your opinion.

In my school:	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*1. Procedures for placing a special education student into a regular classroom for mainstreaming are clearly defined.	7%	19%	52%	7%	22%
	$\boxed{26\%}$			$\boxed{59\%}$	
*2. Procedures for grading a special education student's performance in the mainstream are clearly defined.	0%	0%	70%	7%	22%
	$\boxed{0\%}$			$\boxed{77\%}$	
*3. Procedures for changing a mainstreamed student's program, if difficulties arise, are clearly defined.	0%	19%	52%	7%	22%
	$\boxed{19\%}$			$\boxed{59\%}$	
4. It is easy to obtain records of a special education student's past and present mainstreaming program.	0%	37%	37%	0%	26%
	$\boxed{37\%}$			$\boxed{37\%}$	
*5. Regular and special education teachers' responsibilities are clearly defined in regard to communicating with the parents of a mainstreamed student.	4%	22%	52%	4%	19%
	$\boxed{26\%}$			$\boxed{56\%}$	
6. There are ample opportunities for the special education teacher and the regular education teacher to communicate about mainstreamed students.	4%	33%	33%	7%	22%
	$\boxed{37\%}$			$\boxed{40\%}$	

7. Please describe any other operational needs related to mainstreaming that you would like your school to address.

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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III CURRICULAR NEEDS

Directions: It may be necessary to make curricular modifications for mainstreamed students with special needs. The items below specify some of the issues related to curricular modification. Consider your school's regular education curriculum, and circle the number that best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. The regular education curriculum used in this school provides alternative assignments for mainstreamed students with special needs.	13%	13%	37%	0%	37%
	26%		37%		
*Reading/Language Arts	0%	27%	52%	0%	21%
	27%		52%		
*Mathematics	0%	21%	47%	5%	27%
	21%		52%		
*Science	0%	5%	57%	0%	37%
	5%		57%		
*Social Studies	0%	5%	57%	0%	37%
	5%		57%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
*2. The regular education curriculum used in this school provides alternative methods for measuring progress of mainstreamed students with special needs.	0%	13%	50%	0%	37%
	13%		50%		
*Reading/Language Arts	0%	21%	57%	0%	21%
	21%		57%		
*Mathematics	0%	17%	52%	5%	27%
	17%		57%		
*Science	0%	5%	57%	0%	37%
	5%		57%		
*Social Studies	0	5%	57%	0%	37%
	5%		57%		
3. The regular education curriculum used in this school provides alternative methods for presenting information to mainstreamed students with special needs.	0%	37%	13%	0%	50%
	37%		13%		
Reading/Language Arts	0	32%	47%	0%	21%
	32%		47%		
Mathematics	0%	32%	37%	5%	27%
	32%		42%		
*Science	0%	5%	57%	0%	37%
	5%		57%		
*Social Studies	0%	5%	57%	0%	37%
	5%		57%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
4. The regular education curriculum used in this school provides structure for mainstreamed students with organizational difficulties.	0%	37%	37%	0%	25%
		37%	37%		
Reading/Language Arts	0%	37%	32%	11%	21%
		37%	43%		
Mathematics	0%	32%	32%	11%	27%
		32%	43%		
*Science	0%	11%	37%	17%	37%
		11%	54%		
*Social Studies	0%	11%	37%	17%	37%
		11%	54%		
5. The regular education curriculum used in this school provides for meeting the needs of students who are achieving at grade level, below grade level, and above grade level.	13%	63#	25%	0%	0%
		76%	25%		
Reading/Language Arts	5%	52%	21%	0%	21%
		57%	21%		
Mathematics	5%	37%	32%	0%	27%
		42%	32%		
*Science	0%	11%	52%	0%	37%
		11%	52%		
*Social Studies	0%	5%	57%	0%	37%
		5%	57%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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CURRICULAR NEEDS (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
6. The regular education curriculum used in this school provides suggestions for supplemental materials to be used with mainstreamed students with special needs.	0%	37%	37%	0%	25%
	37%		37%		
*Reading/Language Arts	5%	21%	52%	0%	21%
	26%		52%		
*Mathematics	0%	21%	47%	5%	27%
	21%		52%		
*Science	0%	5%	57%	0%	37%
	5%		57%		
*Social Studies	0%	5%	57%	0%	37%
	5%		57%		

*50% or more of those surveyed disagreed with this statement. It should, therefore, be considered a high priority need.

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IV INSERVICE/TRAINING NEEDS

Directions: Circle the number which best describes your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	NR
1. Teachers in this building have had formal opportunities to discuss thsir mainstreaming needs.	4%	11%	63%	7%	15%
	15%		70%		
2. Teachers in this building have actively shared their ideas about effective techniques for working with mainstreamed students.	11%	41%	30%	0%	19%
	52%		30%		
3. This school has offered programs to increase parents' awareness and knowledge about the needs of special education students	0%	11%	56%	7%	26%
	11%		63%		

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IV. INSERVICE/TRAINING NEEDS (continued)

Directions: If you school HAS provided inservice training on topics related to mainstreaming, please complete items 4 and 5. If your school has NOT been able to provide inservice training on topics related to mainstreaming, please skip to item 6.

	Strongly Agree	Agree	Disagree	Strongly Disagree
4. Teachers in this building have had the opportunity to offer direct input in planning workshop(s) on topic(s) related to mainstreaming.	Zero out of nineteen people responded to these items. Inservice training is, therefore, an existing need. Items 5a - g may be considered as topics for training.			
5. This school's inservice training on topics related to mainstreaming:				
a. has helped staff members to gain a better understanding of the needs of handicapped students.				
b. has helped teachers to more effectively manage the behavior of students with special needs.				
c. has provided useful suggestions for adapting the regular education curriculum for mainstreamed students.				
d. has provided useful suggestions for improving channels of communication between special education teachers and regular education teachers in this building.				
e. has helped staff members to better understand this school's mainstreaming policies.				
f. has provided information about local resource services, which can assist teachers in working with mainstreamed students.				
g. has provided information about local educators, who can offer suggestions for working with mainstreamed students.				

6. Please describe any other inservice/training needs related to mainstreaming that you would like your school to address.______________________________

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WOODLAND ELEMENTARY SCHOOL

SUMMARY OF COMMENTS ON THE NEEDS ASSESSMENT

Operations

- Special awareness of needs of an arts (music, art, etc.) teacher
- Would be helpful to know which mainstreamed students are in "specials"
- There are agreements but not absolutely defined statements of policy regarding mainstreaming
- Grading
- Communication needs to be set up between regular and special education teachers
- Scheduling
- Emotional needs of children who fail to do well in the classroom

Curriculum

Inservice

- Consider concepts involved in art instruction when mainstreaming child for art
- Be made aware of specific problems and special techniques
- Anything we can get to help us
- Specifications for mainstreaming - How? Why? When?
- Evaluation of mainstreamed students